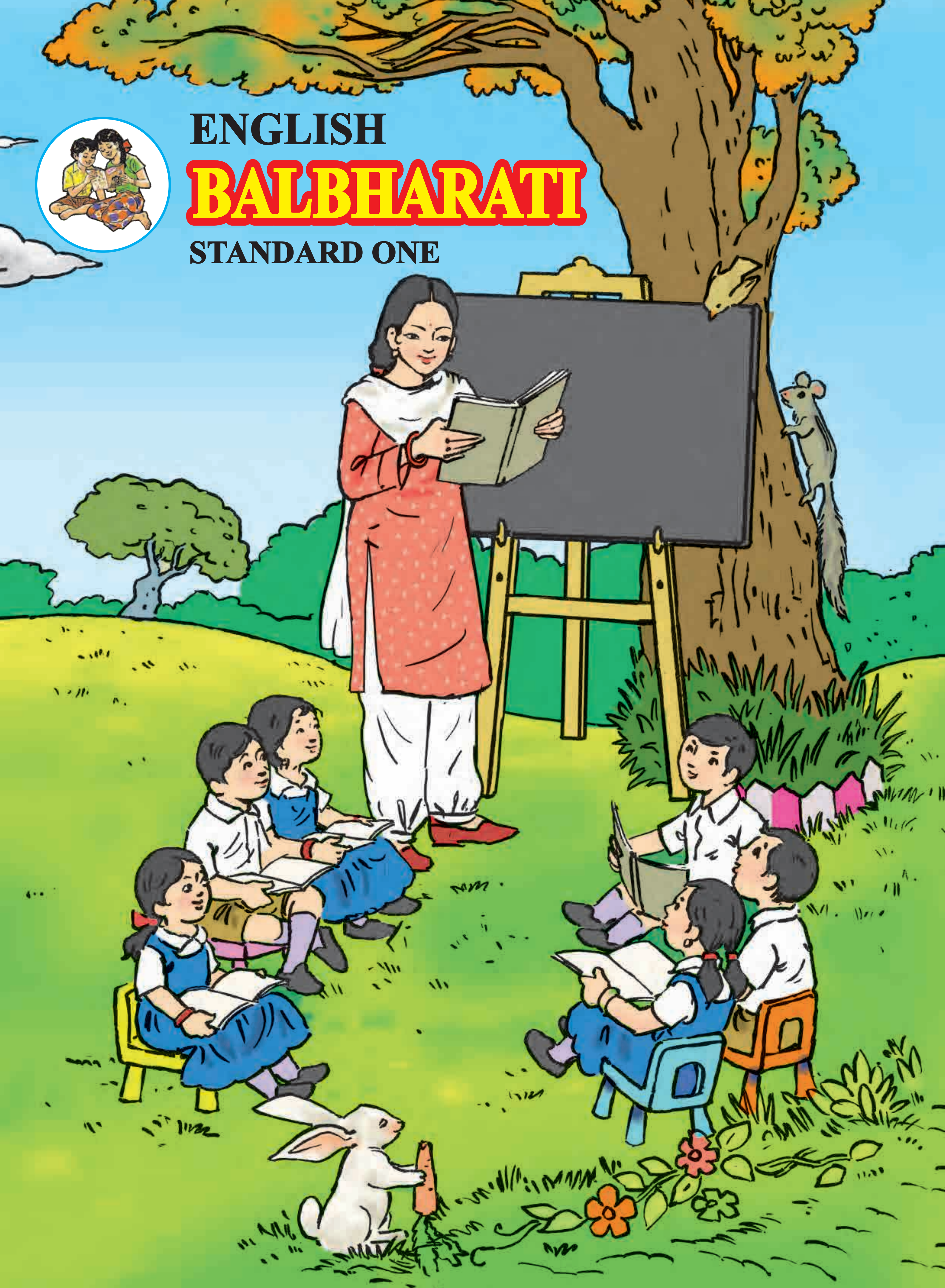
ENGLISH
BALBHARATI
STANDARD ONE



The Coordination Committee formed by GR No. Abhyas - 2116/(Pra.Kra.43/16) SD - 4 Dated 25.4.2016 has given approval to prescribe this textbook in its meeting held on 8.5.2018 from the Academic Year 2018-19.

ENGLISH BALBHARATI

STANDARD ONE



Maharashtra State Bureau of Textbook Production and Curriculum Research, Pune.

FL7ZRU

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The Constitution of India

Preamble

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC and to secure to all its citizens:

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation;

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.

NATIONAL ANTHEM

Jana-gana-mana-adhināyaka jaya hē
Bhārata-bhāgya-vidhātā,

Panjāba-Sindhu-Gujarāta-Marāthā
Drāvida-Utkala-Banga

Vindhya-Himāchala-Yamunā-Gangā
uchchala-jaladhi-taranga

Tava subha nāmē jāgē, tava subha āsisa māgē,
gāhē tava jaya-gāthā,

Jana-gana-mangala-dāyaka jaya hē
Bhārata-bhāgya-vidhātā,

Jaya hē, Jaya hē, Jaya hē,
Jaya jaya jaya, jaya hē.

PLEDGE

India is my country. All Indians are my brothers and sisters.

I love my country, and I am proud of its rich and varied heritage. I shall always strive to be worthy of it.

I shall give my parents, teachers and all elders respect, and treat everyone with courtesy.

To my country and my people, I pledge my devotion. In their well-being and prosperity alone lies my happiness.

Preface

Dear Children,

Now you are in Standard One. A most hearty welcome! We are happy to place this textbook **English Balbharati** for Standard One in your hands.

Standard One is the beginning and foundation of education. To establish this foundation you should be able to speak, read and write in English properly. Until now you have heard English sometimes at home and outside the home. Now you have to learn, read and write it. This textbook is full of songs, rhymes, poems, stories and activities. It will make your learning interesting and easy.

There are various types of rhymes and poems. You will be very happy to sing them and dance to them all together. You will enjoy to listen and tell stories also. Everyone will be very happy to listen to your experiences while chatting about pictures in your textbook.

There are many colourful pictures for reading, letters and words that you would love to learn. At the beginning, you will surely enjoy the fun of learning words and letters from pictures. Learn to read, to look and to say, to write in the 'Word' file; everything is fun. There are also some language games. Learning the language in a playful manner will help you to read the words, sentences and lessons. From all of these you will have the pleasure of learning on your own. Q. R. Codes have been given to songs, stories, letter groups, picture reading and other activities too. You will definitely like everything.

At the end of the Standard One, I hope you will be able to speak, read and write confidently. Friends, grow up while studying with joy. Wish you all the best for your studies!

(Dr Sunil Magar)
Director
Maharashtra State Bureau of Textbook
Production and Curriculum Research, Pune.

Pune
Date : 16 May 2018
Indian Solar Year :
26 Vaishakh, 1940

For Teachers / Parents

Learning should be enjoyable, interesting, motivating and constructive for the children. To develop child's language skills like listening, speaking, reading, writing and study skills all the activites and games have been planned in this book.

Each unit has following sections.

- **Let's listen :** Use of rhymes, poems, simple instructions, polite requests, words, sentences and stories.
- **Let's speak :** Use of some of the basic functions of language such as greetings, introduction, expressing feelings, conversations and answering open - ended questions.
- **Let's build words :** Use of flsh cards, various games and activities for increasing and enriching vocabulary.
- **Let's communicate :** Use of conversations and games.
- **Let's read :** Use of alphabet, sight words, rhymes and stories.
- **Let's write :** Use of different writing forms.
- **Let's assess** : Through various activities and games recognise alphabet and sounds.
- differentiate between small and capital letter
- arrange alphabetically
- reciting poems, follow instructions
- giving verbal and non - verbal responces
- understand sequence in the stories
- speak about self/ situations/pictures
- enact or dramatize an event, conversation or story
- **'Word' file :** The 'Word' file activity will develop interest in learning process and develop vocabulary. Parents/teachers should allow the child to find, cut, draw pictures or write / copy words etc.

The present textbook is a child - friendly, child - centred, activity - oriented and based on constructivism. It will surely develop confidence and interest in the child for English. The techniques and strategies recommended / used in this book will help in the all round development of the children.

The book has been integrated into various types of themes which promote collaborative learning.

Instructions for Teachers / Parents

(1) Listen, sing and act : The teacher may add other happy actions to the song; for the practice.

(2) Look and Say : Use flash cards and make the children read the words at sight.

(3) Game : 'Arya says' Page .3 Give ample practice of action time to the children. Ask any one child to play the role of Arya and give instructions. Children can use their own names in the place of 'Arya'. Let each and every child get the chance in the game.

(4) For Page 5, 6 : Prepare and use several sets of small and capital letter cards to give practice of all the activities given.

(5) Word game Page 6 : Make each child say a word that does not start with the first letter of his/her first name. If he/she makes mistake he/she will be out of the game. Give enough time to each and every child to tell the word. This will provide ample scope for collection of maximum vocabulary.

(6) Soham's Ball Page. 10 : Give more emphasis on the thought provoking questions given in the story.

(7) Magic words Page 11 : Provide more examples/ situations for motivating children to use magic words in their day-to-day life.

(8) Guessing Game Page 16 : Tell at least three sentences about classroom things and ask the children to guess them.

For example : It is black. It is on the wall. It is used for writing. What is it? Give more examples.

(9) Picture describing Page. 14, 18, 61, 63, 75, motivate the children to answer different types of questions, to observe and talk about the given pictures.

(10) Game : Just whisper Page 19 : Whisper a word/ words/sentence to any child and ask him/her to whisper the message to his/her friend sitting beside him/her. Continue the game upto the last participant in the game. Then ask him/her to tell the message aloud.

The teacher must make sure that each child participates in all of the activities.

English Balbharati - Standard One - Learning Outcomes

English Balbharati Standard I (English)

Suggested Pedagogical Processes	Learning Outcomes
The learner may be provided opportunities in pairs or groups/ individually and encouraged to– • name common objects such as– man, dog etc. when pictures are shown • use familiar and simple words ('bat', 'pen', 'cat') as examples to reproduce the starting sound and letter (/b/, /p/, /k/ etc) • develop phonemic awareness through activities focusing on different sounds, emerging from the words in stories and texts • sing or recite collectively songs or poems or rhymes with actions • listen to stories, and humorous incidents and interact in English or mother tongue (home language) • ask simple questions like names of characters from the story, incidents that he/she likes in the story, etc. (Ensure clear lip movement for children with hearing impairment to lip read.) • draw or scribble pictures and images from the story as preliminary to writing • respond in mother tongue (home language)or English or sign language or non-verbal expressions what he/she has understood in the story or poem • listen to instructions and draws a picture • Use greetings like "Good morning", "Thank you" and have polite conversations in English such as "What is your name?", "How are you?" etc. • Say 2-3 sentences describing familiar objects and places such as family photographs, shops, parks etc.	**The learner–** • Associates words with pictures. • Names familiar objects seen in the pictures. • Reads words as a whole • Differentiates between small and capital letters in print • Enjoys, recites rhymes, poems, songs with actions • Identifies characters and sequence of a story. • Responds appropriately to instructions and commands etc. • Listens to English words, greetings, polite forms of expressions, simple sentences and responds in English. • Repeats words and sentences correctly after the teacher. • Learns new words • Reads words, phrases and simple sentences correctly. • Says words with proper stress and intonation. • Narrates/enacts a familiar story or event. • Identifies and writes the letters of the alphabets correctly. • Writes neatly and legibly.

Inside the Book . . . . .

UNIT ONE

1. A Happy Song

1. Listen, sing and act.




Clap, clap, clap, clap your hands.

Clap your hands together.

Tap, tap, tap, tap your feet.

Tap your feet together.




Walk, walk, walk, walk around.

Walk around together.

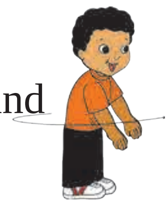
Jump, jump, jump, jump around.

Jump around together.

2. Sing the song again, changing the action.

Examples :

Sing a song  Wave your hands 

Touch your toes  Turn around 

3. Look and say.

clap	**hands**	**tap**
feet	**walk**	**your**
jump	**together**	**around**

FLGVTH

2. Nature

1. Listen, sing and act.

Nature is might,
Nature is strong,
Nature is beauty,
Nature is moody.

Nature is smart,
Nature is blue,
Nature is green,
Nature is true.

Nature is you,
Nature is me,
Nature will forever be free.



2. Look and say.

nature   might   strong   beauty

moody   smart   blue   green

true   ever   free

3. Describe the things you see in the picture.

4. Tell about the following things.







FLQRV5

3. Action Time



1. Listen and act.





Stand up. Sit down.

Raise your hands.

Hands down.

Hands up. Hands down.

Stand up. Turn left. Turn right.

Raise your left hand and shake it.

Raise your right hand and shake it.

Hands down.

Jump.

Stand on the left foot.

Hop. Stop.

Stand on the right foot.

Hop. Stop.

2. Listen and act.

Arya says :

Stand up.

Sit down.

Raise your right hand.

Raise your left hand.

Wave your hands.

Hands down.

Close your eyes.

Open your eyes.

Stand up.

Turn left.

Turn right.

Turn around.

Jump on the spot.

Jump high.

Touch your toes.

Stand straight.

Run on the spot. Stop.

Touch your nose.

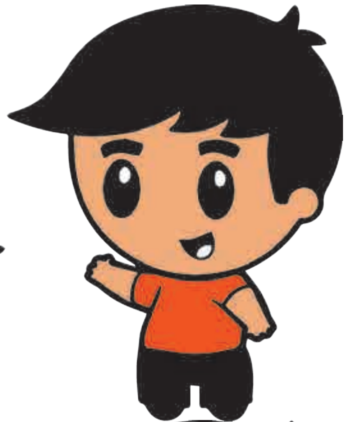
FLZMWS

4. Know Each Other

1. Listen and say.



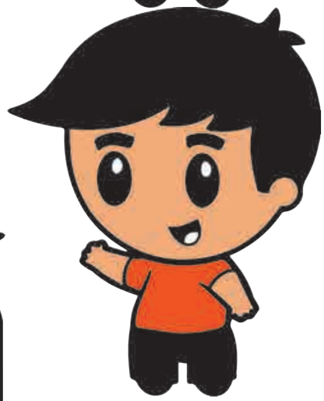
Hello! What is your name?



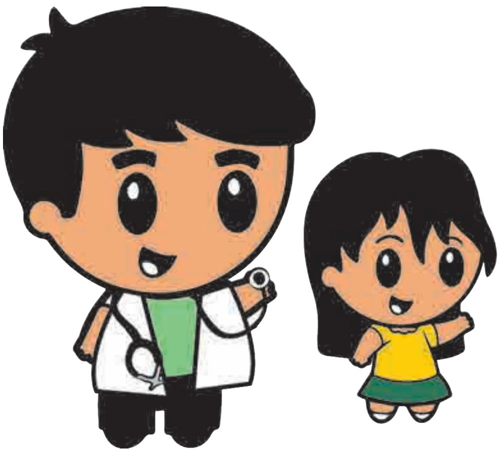
Hello! My name is Soham. What is your name?



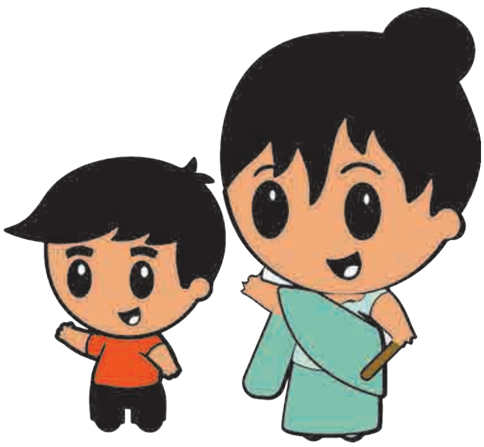
I am Reema. How old are you?



I am six years old.



Good morning ! This is my father. His name is Ramesh. He is a doctor.



Good morning ! This is my mother. Her name is Priya. She is a teacher.

FM9IYF

5. Let's Learn Alphabet

1. Look and say.

Small Letters

a b c d e f

g h i j k l m

n o p q r s

t u v w x y z

2. Tell a word that begins with any letter.

t - table

b - bat

c - cat

d - dog, etc.

> Prepare several sets of 'letter cards' using these and other interesting ideas. Let the children handle the cards freely. Replace damaged cards.

3. Look and say.

Capital Letters

A B C D E F

G H I J K L M

N O P Q R S

T U V W X Y Z

4. Arrange the following letters in proper order.

(1) d, k, w, a, ...   (2) E, J, B, Y, S ....

5. Alphabet Game : Stand alphabetically according to the first names.

6. Look at my card and show a matching card / the same letter.

7. Listen to the name of the letter and show its card.

For example : ‘b’, ‘c’, ‘a’

8. Look at the small letter on this card and show the capital letter.

9. Look and say.

a A	b B	c C	d D	e E
f F	g G	h H	i I	j J
k K	l L	m M	n N	o O
p P	q Q	r R	s S	t T
u U	v V	w W	x X	y Y
	z Z			

10. Match the capital letters with the small letters.

h i e
m f d
w p s
n

N I D
M F H
W P S
E

11. Word game : Tell a word that does not start with the first letter of your first name. If you make a mistake you will be out of the game.

FMIF13

6. Make Words

1. Look and learn.

a.

b			ban
c			can
f	a	n	fan
m			man
p			pan
v			van

b.

d			den
h			hen
m	e	n	men
p			pen
t			ten

c.

p			pin
t			tin
b	i	n	bin
f			fin
w			win

d.

b			bow
c			cow
h	o	w	how
n			now
w			wow

e.

f			fun
r	u	n	run
s			sun
b			bun

2. Look, listen and circle the odd man out.

1. bat	bed	boat	hut
2. sun	lock	sack	soap
3. cock	cat	dog	clap
4. ladder	leaf	rose	lemon
5. key	pot	pen	purse
6. top	toy	axe	tree

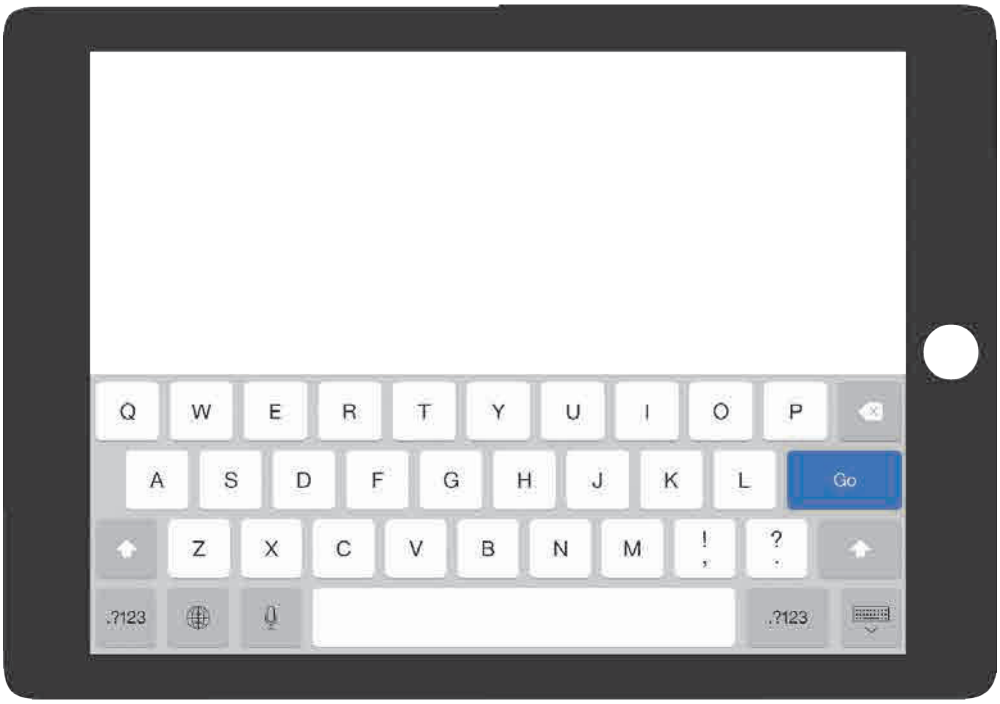
FMSB2Q

3. Copy the words in 'Word' file.

7. Letters on a Tab and Computer Keyboard.

1. Find, read and use.

Letters on a Tab



Letters on a Computer Keyboard



2. Type the following sentence on your parent's mobile/computer.

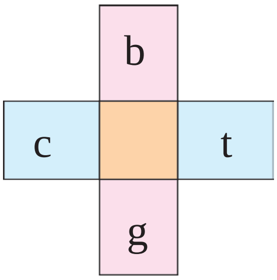
The quick brown fox jumps over a lazy dog.

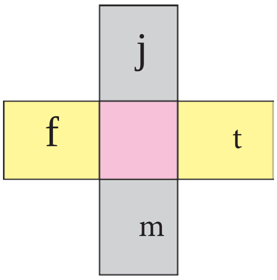
Children can mimic typing on the keypad/keyboard shown here, in the classroom itself. Allow them to do more typing using their own ideas.

FN274D

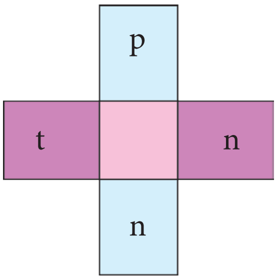
8. Sounds in the Middle of Words

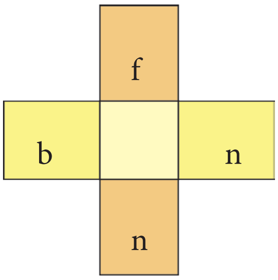
1. Write ‘a’ in each middle square.

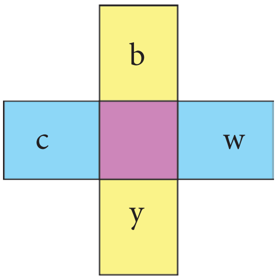


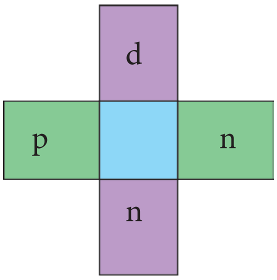


2. Write ‘e’, ‘i’, ‘o’ and ‘u’ in the proper boxes.









3. Copy the above words in your ‘Word’ file.

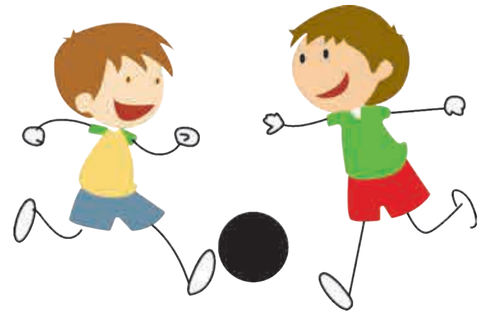
4. Read the words and join each one to its starting sound.

vase	hat
house	doll
duck	van
yell	tap
rope	yolk
tree	ring

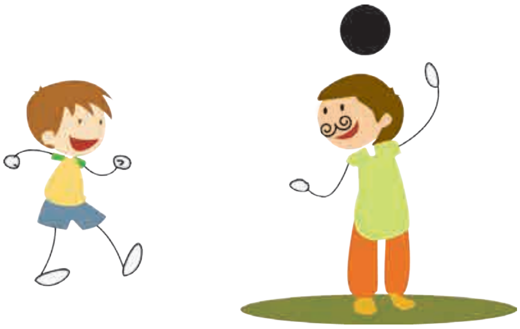
FZ6JIA

9. Soham's Ball

1. Look, listen and read aloud with me.



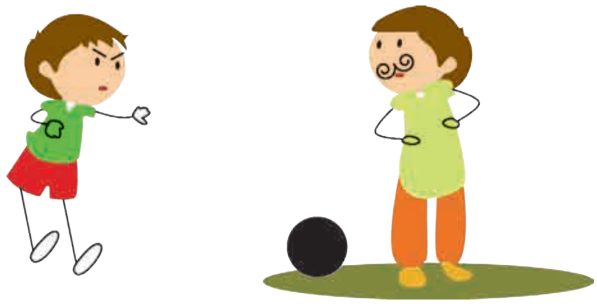
Soham and Sam are playing football.
Sam kicks the ball. It goes into
Mr Mane's garden.

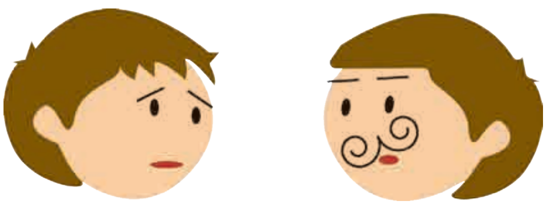


Sam asks for the ball.
''Excuse me. May I have the
ball please?''
''Sure, here it is.''

After sometime again the ball goes into Mr Mane's garden.
Now, Soham asks for the ball.

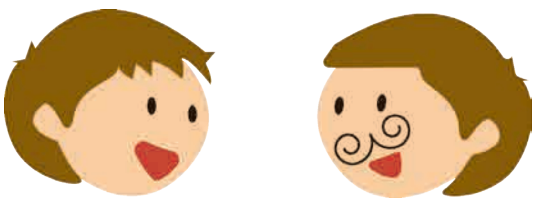
''Give me the ball.''
''No, I won't,'' said Mr Mane.





Why does Mr Mane say 'No'?
How is Soham feeling?
How is Mr Mane feeling?

Soham tries again.
''Uncle, may I have the ball, please?''
How does Mr Mane feel now?





''Thank you,'' said Soham.

2. Magic word.



3. Draw outline around the words.

Thank you

Welcome

Excuse me

Sorry

FZFFJX

10. Things that Go Together

1. Name the following pictures.



cup



table



ball



paint



chair



brush



saucer



bat



umbrella



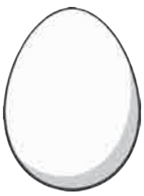
hen



lock



pencil



egg



key



notebook



rain

2. Match the pairs.

cup	chair
table	brush
ball	saucer
paint	bat

umbrella	egg
hen	key
lock	notebook
pencil	rain

FZPBLK

11. Number Song

1. Listen, sing and repeat.

One, Two, Three and Four
Plant the trees more and more.



Five, Six, Seven and Eight,
Plant the trees near the gate.



Nine and Ten, Nine and Ten,
Plant the trees double of ten, double of ten.



2. Write the number names from the song. One is done for you.

1 One ....

2 ....

3 ....

4 ....

5 ....

6 ....

7 ....

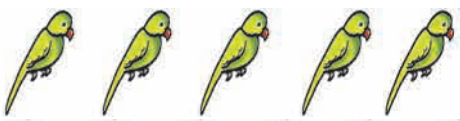
8 ....

9 ....

10 ....

3. Count and write.

 ....

 ....

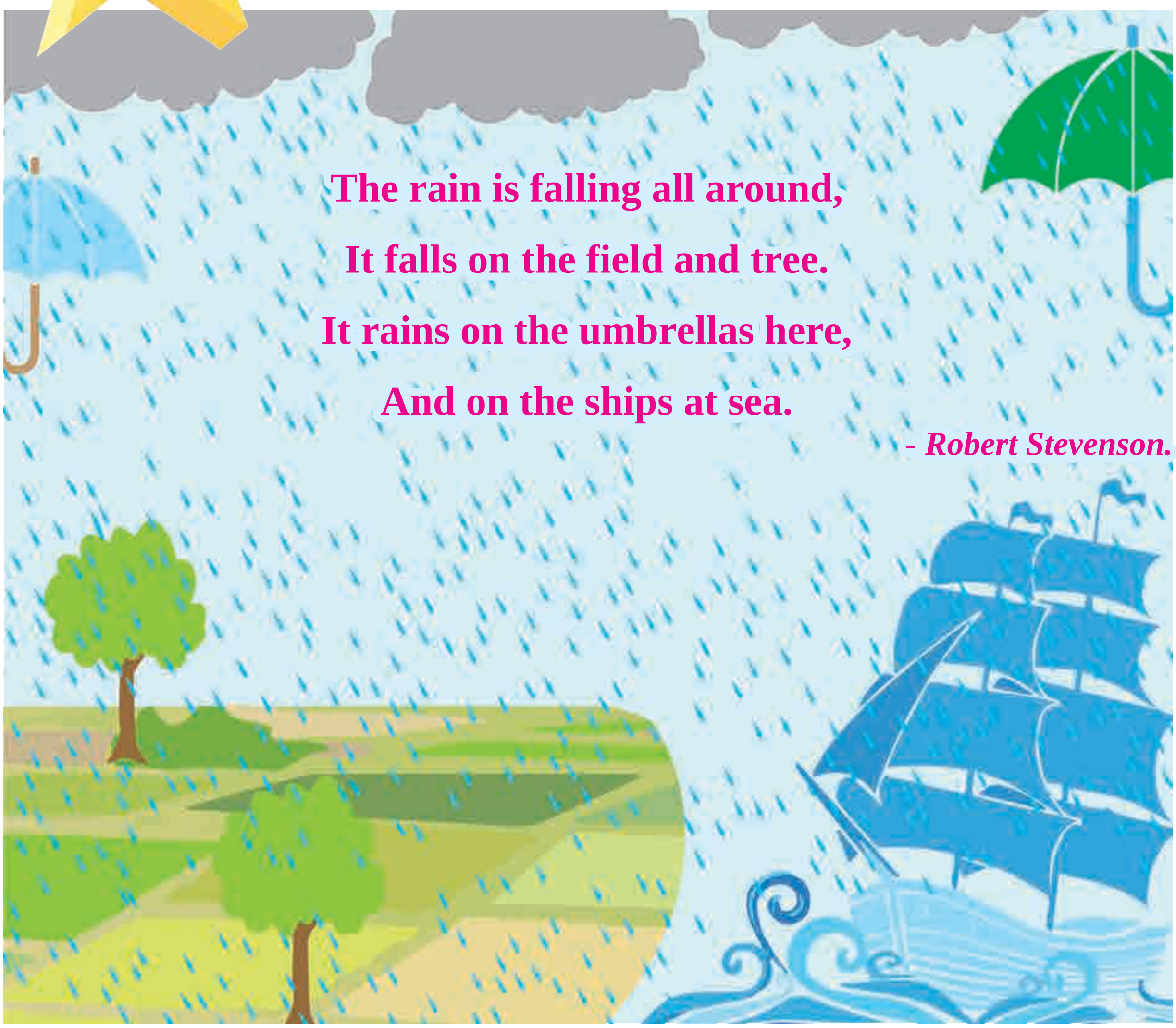
 ....

FZY7N8

UNIT TWO

1. Rain

1.Look, listen, sing and talk about the picture.



2. Look and say.

rain	falling	around
field	tree	umbrella
ship	sea	

3. Name the things that you see in the picture.

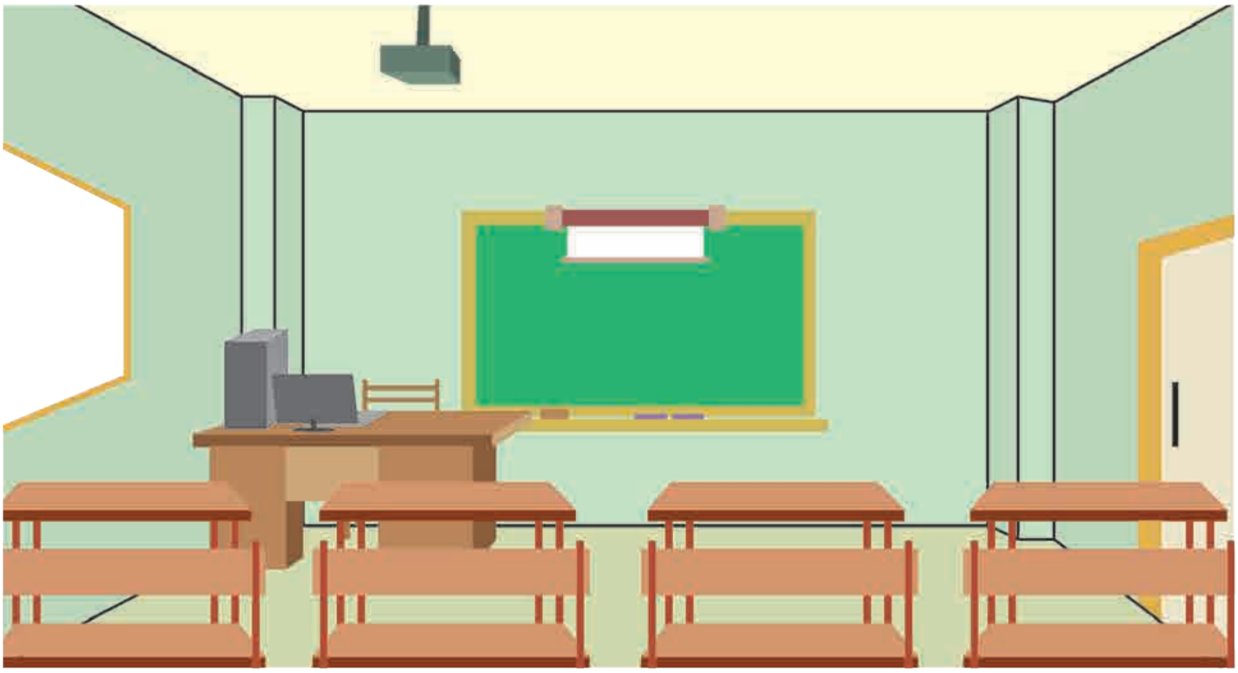
4. Where does the rain fall?

5. Where do you see the ship?

G183PV

2. Things in My Classroom

1.Look, say and learn.



door	window	table	projector
chair	screen	board	computer

Place the cards at their proper places in the classroom.

1. Teachers should prepare cards for as many things seen in the classroom as possible. For example : table, chair, desk, bench, door, window, wall, corner, board, duster, chart, dustbin etc. Place them on / near each object and keep them there for about a month. Have the children read the words from time to time.
- Say one of these words and ask the children to point to it/ fetch it.
- Collect all the cards. Hand them out to the children. Ask them to place the cards in the proper places.

2. Write and label the things in your classroom.

book	**notebook**	**slate**
slate-pencil	**pencil**	**school-bag**
ruler	**pencil-box**	**eraser**
crayon	**tiffin**	**water-bottle**

3. Let's talk.

(A) **Teacher :** Please give me your notebook, Seema.

Seema : Here it is, madam.

Teacher : Thank you.

Seema : You are welcome.

(B) **Seema :** Please give me a pencil, Swapnil.

Swapnil : Here it is, Seema.

Seema : Thank you.

Swapnil : Welcome.

4. Guessing Game.

Tell any three sentences about the classroom things.

Ask the children to guess the thing.

For example : It is black.

It is rectangular.

It is used for writing.

(Blackboard)

(a) It is white.

It is small.

It is used for writing on the board.

G1GYRI

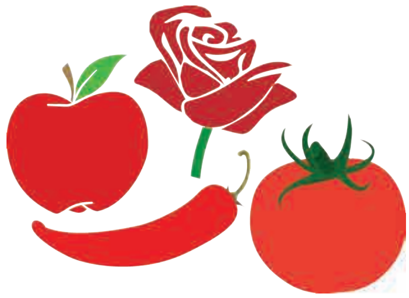
3. Colours

1. Listen, repeat and sing.



Green parrot, green peas,

Green grass, green trees.



Red apple, red tomatoes,

Red chilly, red rose.



White snow, white milk,

White cotton, white silk.



Blue eyes, blue berry pie,

Blue sea, blue sky.

Yellow lemons, yellow flowers,

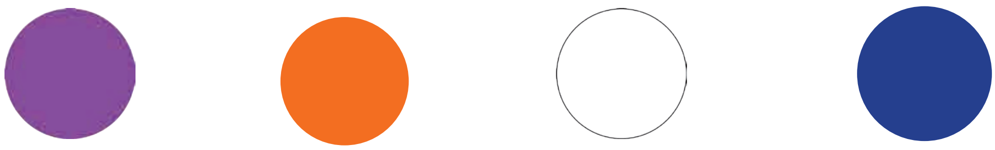
Yellow bananas, yellow stars.



2. Look, listen and repeat.

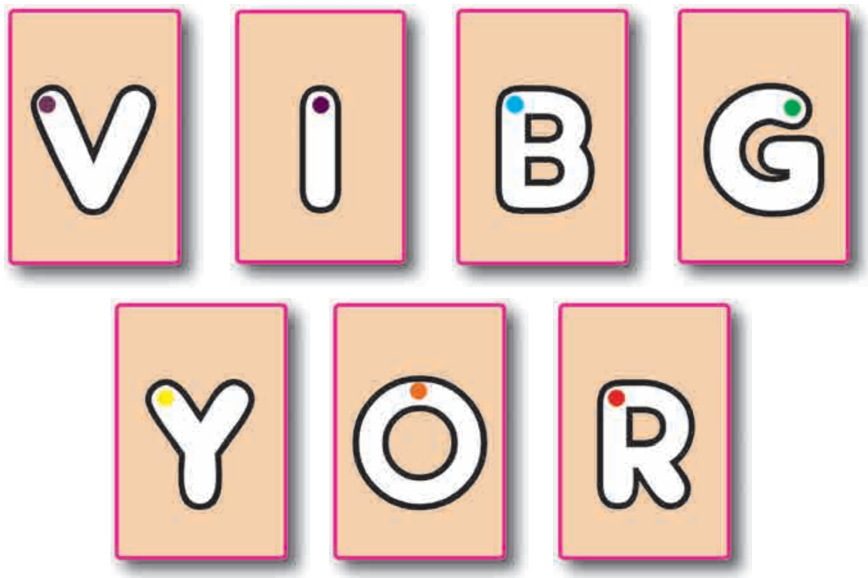


blue	green	yellow	red



violet	orange	white	indigo

3. Fill the letter shapes in the given colour.

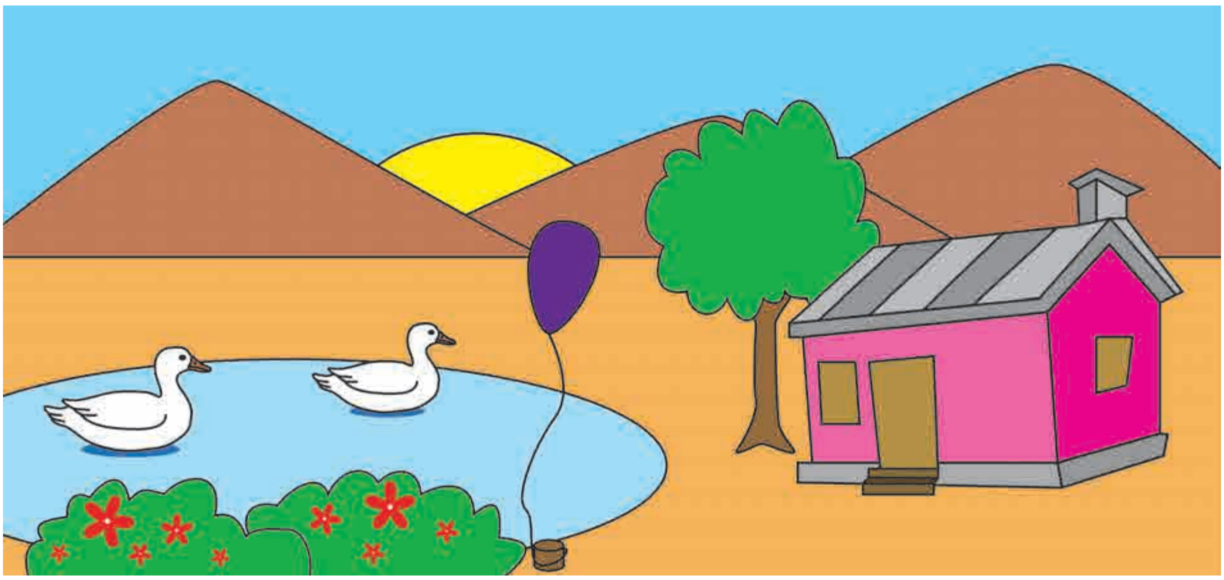


4. Look at the picture and speak about it. Make phrases of colours.

For example : Green grass

.... , ... , ...

5. Identify the colours and its object.



Colours and words.

R ....

W ....

V ....

P ....

Y ....

G1QUT6

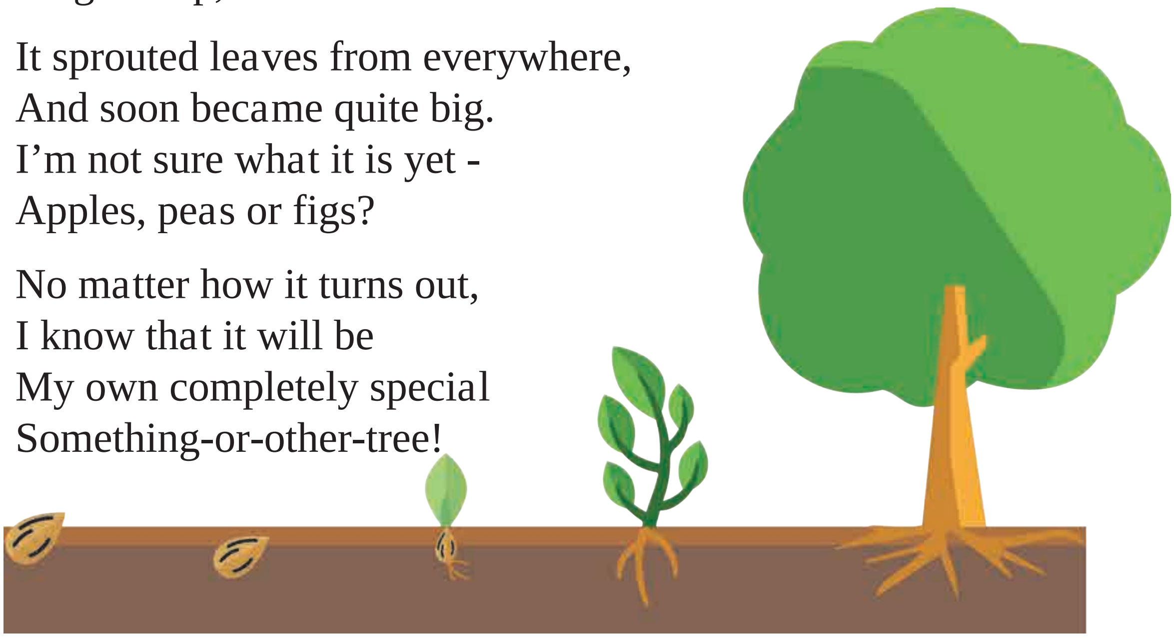
4. Magic Seed

1. Look, listen, sing and act.

I found a tiny little seed
And planted it outside.
Almost at once it started
To grow up, tall and wide.

It sprouted leaves from everywhere,
And soon became quite big.
I'm not sure what it is yet -
Apples, peas or figs?

No matter how it turns out,
I know that it will be
My own completely special
Something-or-other-tree!



2. Look and say.

magic	seed	found	sprouted
planted	grow	leaves	outside
peas	figs	special	everywhere

- **Game: Just Whisper.**

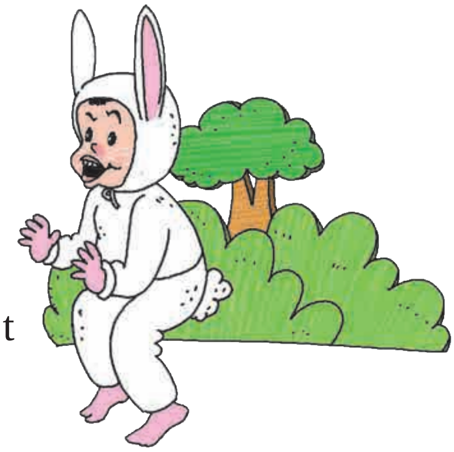
Teacher will whisper a word in a child's ear and ask him/her to whisper in another child's ear.

This word will be passed on into each and every child's ear one by one. The last child will say that word aloud.

G1ZQUT

5. Who are you?

1. Learn, read with me and enact.



Student 1 : Hello, I am a fresh green cabbage.
Who are you?

Student 2 : I am a smart white rabbit, and I eat cabbages. . . . .

Student 1 : Aaaa...... *(Runs away.)*



Student 3 : Hello, I am a juicy crunchy carrot.
Who are you?

Student 2 : I am a smart white rabbit, and I eat carrots. . . .

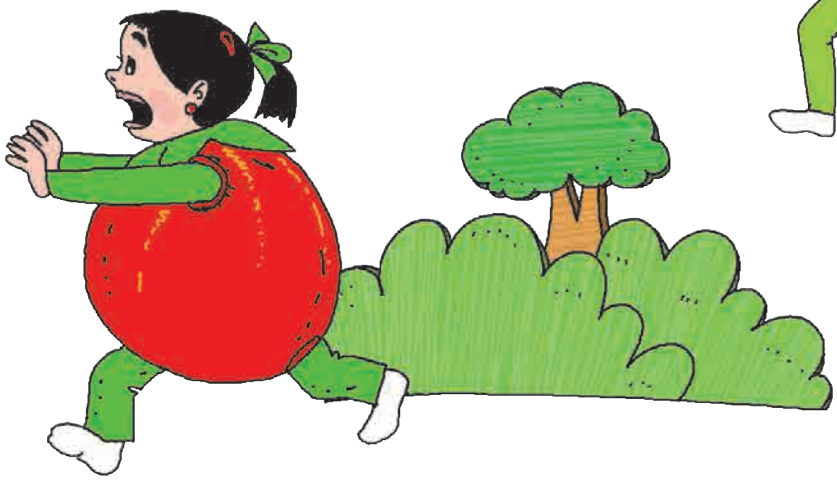
Student 3 : Aaaa..... *(Runs away.)*



Student 4 : Hello, I am a big red tomato.
Who are you?

Student 2 : I am a smart white rabbit, and I eat tomatoes. . . . .

Student 4 : Aaaa......... *(Runs away.)*



Student 5 : Hello, I am a green leafy vegetable.
Who are you?

Student 2 : I am a smart white rabbit, and I eat vegetables . . . .

Student 5 : Aaaa.......... *(Runs away.)*



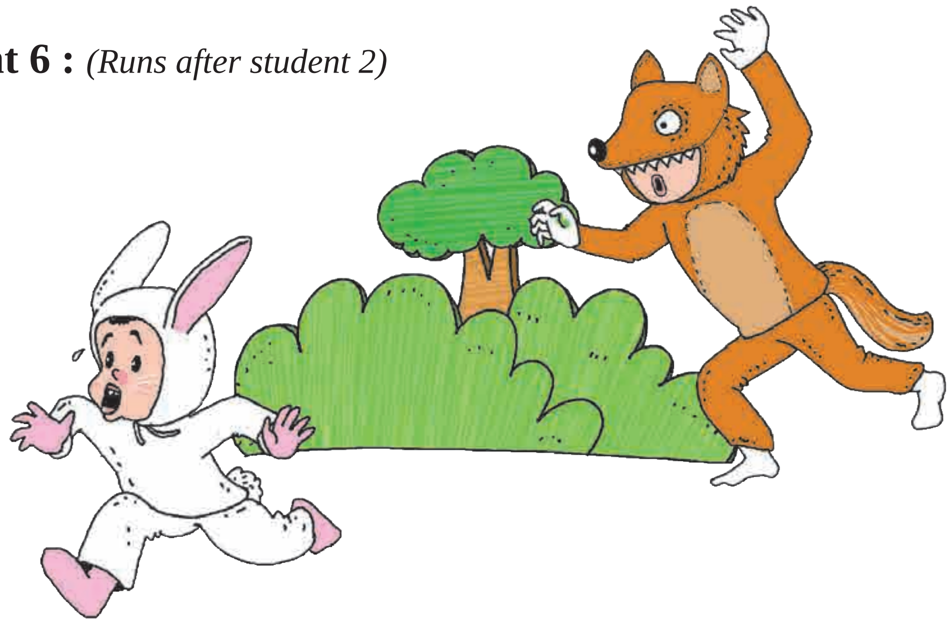
Student 6 : Hello, who are you?

Student 2 : I am a smart white rabbit, and I eat vegetables.
Who are you?

Student 6 : I am a super-duper clever fox, and I eat smart white rabbits. . . .

Student 2 : Aaaa, *(Runs away.)*

Student 6 : *(Runs after student 2)*



2. **Name and label the pictures of various vegetables in your 'Word' file.**
3. **Enact the story.**

In this skit, use another names of vegetables and increase the number of characters. For example :
Pumpkin : I am a big fat pumpkin.
Cauliflower : I am a leafy curly cauliflower.
Brinjal : I am a tiny purple brinjal.
Radish : I am a long and strong radish.

G29LWG

6. Be Quick

1. Listen and say. Listen to the names of the vegetables and add other names to it.



Speak! Speak!!
What speak?
Vegetables name, be quick!
Tomato, be quick !
Potato, be quick !
Radish, be quick !
Onion, be quick !
Cauliflower, be quick !
Lady's finger, be quick !
Carrot, be quick !
Peas, be quick !
Oh ! I didn't get it !





2. Play the game using different categories like fruits, colours, animals etc.

G2IHY4

UNIT THREE

1. Bow, Wow

1. Listen, repeat and sing.




Bow, wow, says the dog,

Meow, meow, says the cat,



Grunt, grunt, says the hog,



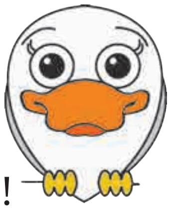
And squeak goes the rat.



Tu-whoo, says the owl,



Cau, cau, says the crow,



Quack, quack, says the duck,



And what cuckoos say, you know!

2. Look and say.

dog	hog
cat	rat
crow	know

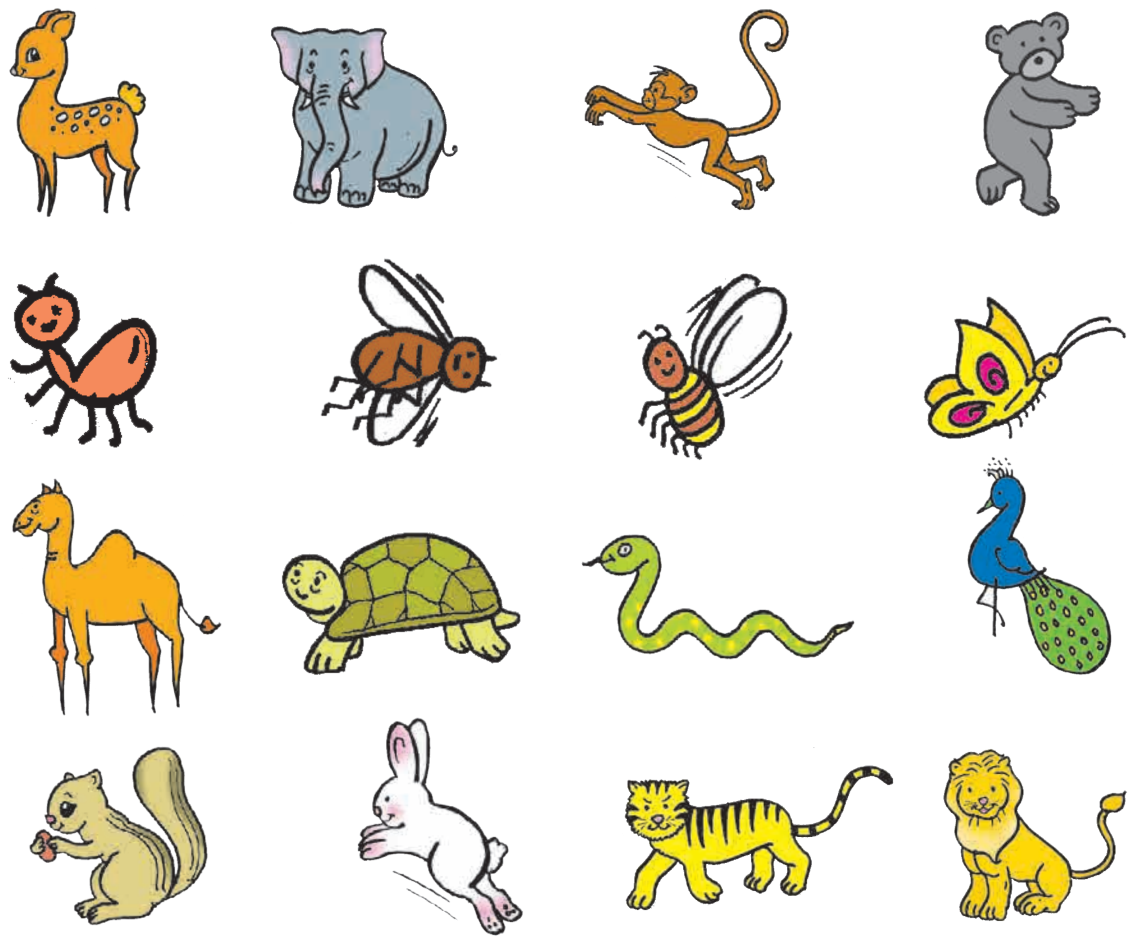
3. Match the animals to their sounds.

dog	grunt-grunt
cat	quack-quack
hog	bow-wow
rat	meow-meow
owl	cau-cau
crow	squeak
duck	tu-whoo

G2SDZR

2. Jungle Safari

1. Look at the pictures for a minute. Close the book and tell the names of animals.



2. Draw pictures of these animals in your 'Word' file. Write their names.

3. Look at the pictures and answer.

(a) Spot the animals whose name ends with –

(i) the sound 'l'   (ii) the sound 't'   (iii) the sound 'k'

(b) Spot the animals whose name begins with –

(i) the letter 'b'   (ii) the letter 't'   (iii) the letter 's'

(c) Spot the names of animals which end with –

(i) the letter 'e'   (ii) the letter 't'   (iii) the letter 'y'

4. Spot the given letter in the words and join all the letters you spot.

Example : lion elephant fly camel

a	ant	rabbit	camel	snake
b	bear	bee	butterfly	rabbit
e	elephant	tiger	peacock	squirrel
i	giraffe	lion	tiger	tortoise
o	tortoise	peacock	lion	monkey

5. Match the double letters with the given words.

rr ff ee tt

giraffe squirrel butterfly deer

6. Find the small words hidden in the big words.

peacock elephant butterfly rabbit tortoise

G32A2E

3. Toto – The Hen

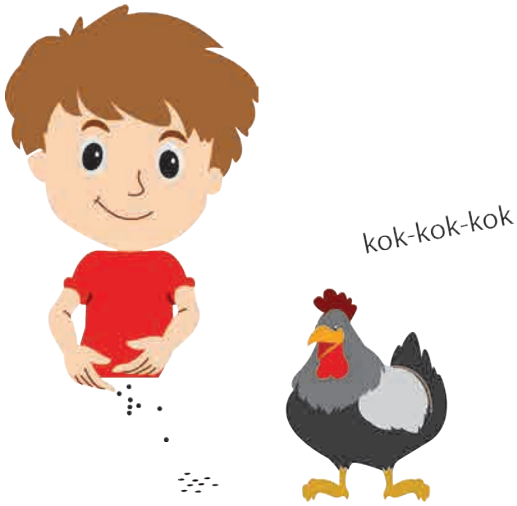
1. Look, listen and read aloud.



Rahish had a pet.

She was a black hen.

Her name was Toto.



Toto lived in a coop.

Toto was a very smart hen.

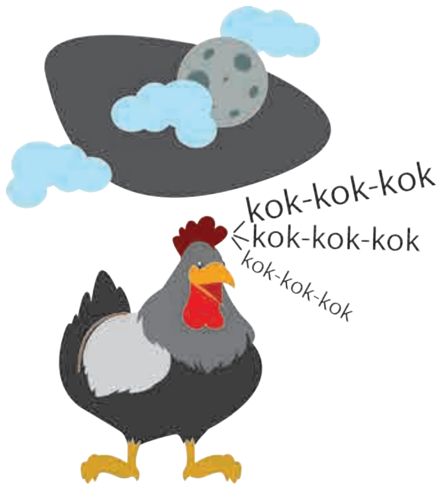


Rahish used to give food to her everyday and played with her.

They became good friends.

When Toto laid an egg,

she used to make a ‘special’ sound “Kok-kok-kok”.



Then Rahish came out and fed Toto and took the egg for him.

One night Rahish was sleeping in the bed.

He heard the special sound of Toto “ Kok-kok-kok”. Rahish came out from the house.



Toto ran to Rahish and pecked his leg.

Rahish looked around to see what happened.

He smelt something burning.

"Oh! My God! The coop is on fire", he shouted. The coop was in a mess.

Rahish ran to the tap of water and took the pipe.

Then he showered the water and put out the fire.





Then, Rahish bent and picked up Toto.

"You smart hen, my dear friend!

You have saved my farm", said Rahish.

Toto happily replied to Rahish, "Kok……… Kok……..Kok…."

2. Let's talk.

Talk about your pet animal and how you take care of it.

3. Look and say.

pet	lived	smart	egg
hen	everyday	fed	bed
went	shout	burning	fire
coop	pipe	tap	farm

4. Tell the story in your own words.

5. Read the story and complete the following sentences.

(a) Toto was a ………………………… hen.

(b) Rahish used to give ………………………… to Toto.

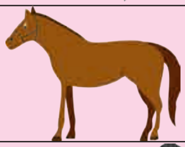
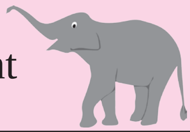
(c) Toto laid an ………………………… .

(d) Toto happily replied to Rahish, "…………………………".

G3B642

4. Let's know more about animals.

1. Look, listen and read.

Animals	Shelters	Sounds
hen 	coop 	cluck
horse 	stable 	neigh
dog 	kennel 	bark
lion 	den 	roar
elephant 	jungle 	trumpet
bee 	beehive 	buzz
mouse 	hole 	squeak
duck 	water 	quack

2. Let's talk.

Sunny : Hello, Rani.

Rani : Hi, Sunny.

Sunny : Can you make the sound of a dog?

Rani : Yes. I can. Can you make the sound of an elephant?

Sunny : No. I can't.

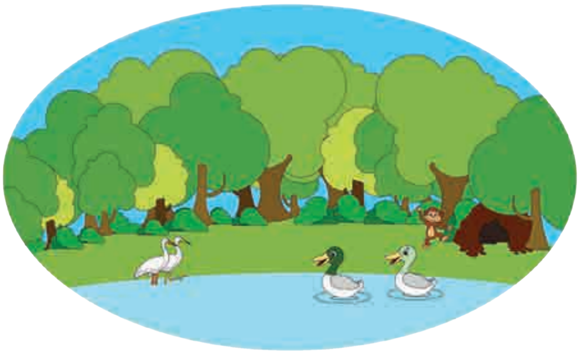
GEPEJL

5. Surprise Birthday Party

1. Look at the pictures, listen and read.

There was a monkey named Manku.
Manku lived in a cave.

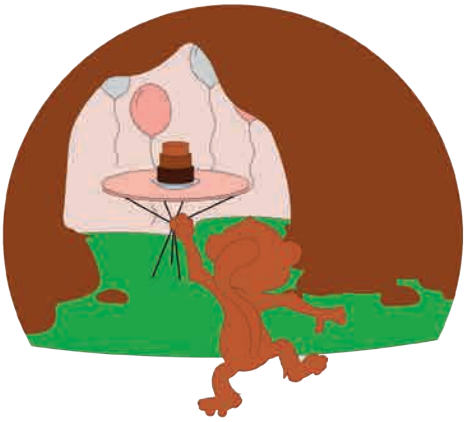




A lake was near the cave.
Ducky, the drake and his sister Lucky lived in the lake.
Jin and Jenny, the cranes lived near the lake.
All of them were Manku's friends.
They loved to play together.

One day Manku became very happy.
" Oh ! Tomorrow is Sunday and Sunday is my birthday.
Ducky, Lucky, Jin and Jenny will come to say,
Happy Birthday." said Manku.
Soon it was Sunday.
Manku waited for a long time for hours and hours.
But no one came. So he felt very sad.





Manku went to the lake. But no one was there.
So sadly Manku came back to his cave.
Manku was surprised to see the cake on the table.
"Wow! A cake!" said Manku.

Ducky, Lucky, Jin and Jenny came out and shouted, ‘‘ Happy Birthday to you… Happy Birthday dear, Manku."
" We were waiting to give you a surprise", all said.
" I baked cake for you", said Jin.
" I bought you some grapes," said Jenny.
" And we have made this table for you", said Ducky and Lucky.

" It's really a surprise for me. Thanks, my dear friends. You all are really great ! I love you all," said Manku.
Then they all danced together.



2. Talk about your favourite animal. Write a few lines about it.

....

3. Match the following things and sounds with their pictures.

Things		Sounds
bell		clatter
horn		bangs
clock		beat
drums		rings
door		ticks
dishes		honks

GEYAL9

1. An Action Song

UNIT FOUR

1. Listen, sing and act.



Touch your head
And touch your toes.
Shut your eyes
And pull your nose.
Clap your hands
And turn around.
Jump up high
And sit on the ground.



2. Read aloud.

turn - burn	nose - toes	shut - cut
sit - kit	hand - band	ground - round
jump - pump	pull - full	head - thread

3. Look and say.

face	head	hair	nose
chin	cheeks	mouth	teeth
tongue	ears	lips	eyes

4. Read the word and show the proper body part.

5. Copy the words in your 'Word' file. Draw/label suitable pictures for them.

GF86MW

2. Sunny and Mini

1. Listen carefully.

It was Sunday morning. Sunny was in his bed.

“ Get up Sunny, brush your teeth”, said his mother.







“ Hi Sunny, you are still lying in bed. Get up, ” said Mini.

“ Hi Mini, let’s play.”



“ But you look so dirty. I am clean.”

“ So what? Let’s play Mini.”

“ Come on Sunny, look yourself in the mirror.”

“ Ok. I will”.



“ Your teeth are yellow. Your mouth is sticky. Your hair are messy.”

“ Yes, I am looking very ugly.”

“ I like clean friends. Clean yourself and let’s go to play.”

“ Yes, I will be right back.”









“ Wow, Sunny you are looking neat and tidy. Let’s play.”

“ Thank you, Mini. Let’s play and enjoy Sunday.”

Mini and Sunny are playing with each other.

2. Complete the following sentences.



Sunny is ....



Sunny is ....



Sunny is ....



Sunny is ....

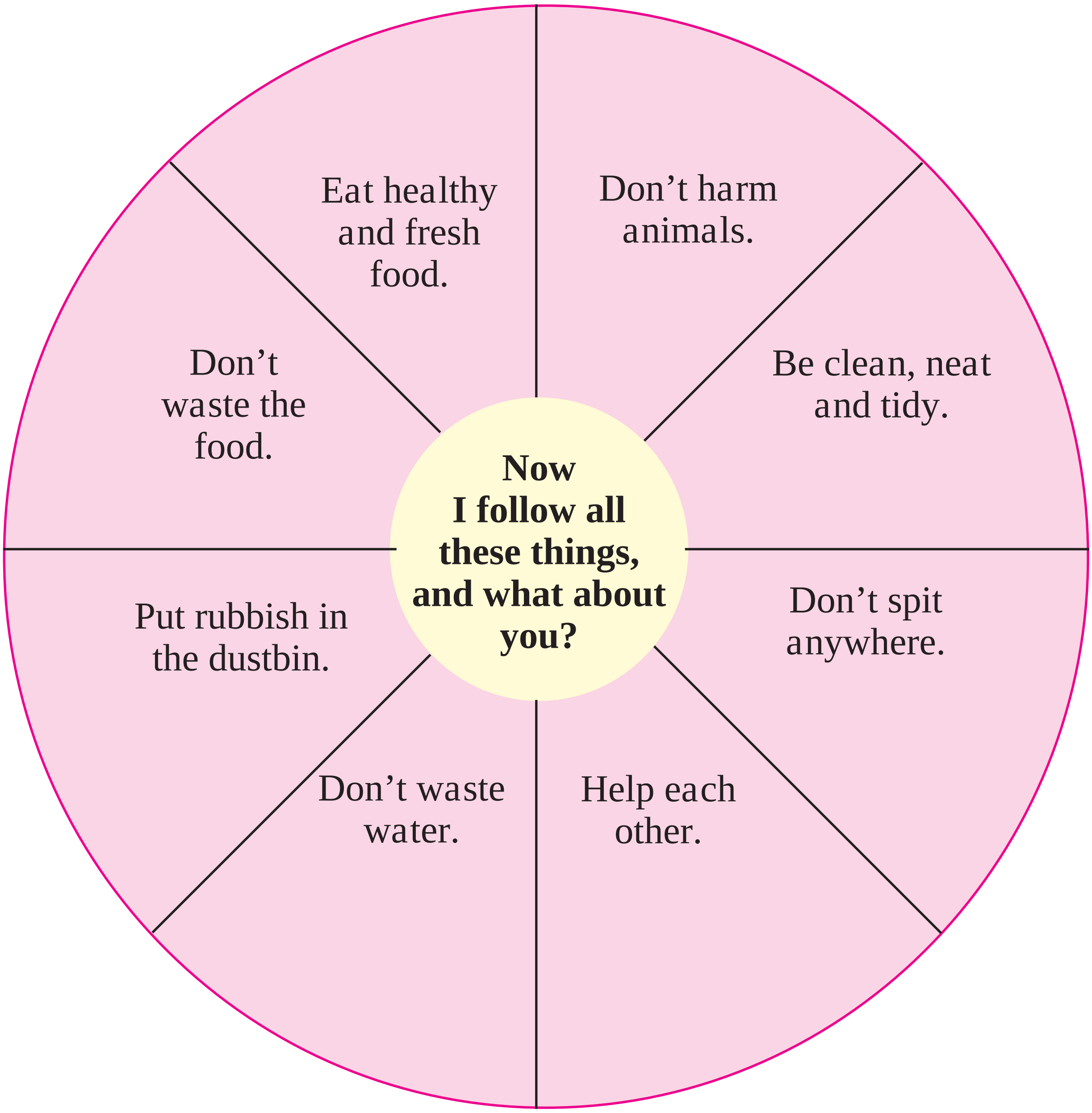


Sunny is ....

GFH2PJ

3. Good Habits.

1. Look, listen, repeat and follow the good habits.



2. Put a ☑ for the good habits and ☒ for the bad habits.

- Priya wastes food. ☐
- Rohan closes the tap while brushing. ☐
- Mini brings chips everyday in her tiffin. ☐
- Aman kicks his pet dog. ☐
- Sohan takes care of his cat. ☐

3. Jump in and jump out.

Children have to stand in a circle. They have to jump in if the teacher says a good habit and jump out if the teacher says a bad habit.

Exercising every day, waking up early in the morning, eating junk food, teasing others, going to school every day, eating vegetables and fruits, biting nails, watering plants, keeping our room /house/ classroom clean, always playing games on mobile, playing outdoor games, helping mother in her work, helping your friends, washing your hands, finishing your tiffin, using your handkerchief, picking your nose, etc.



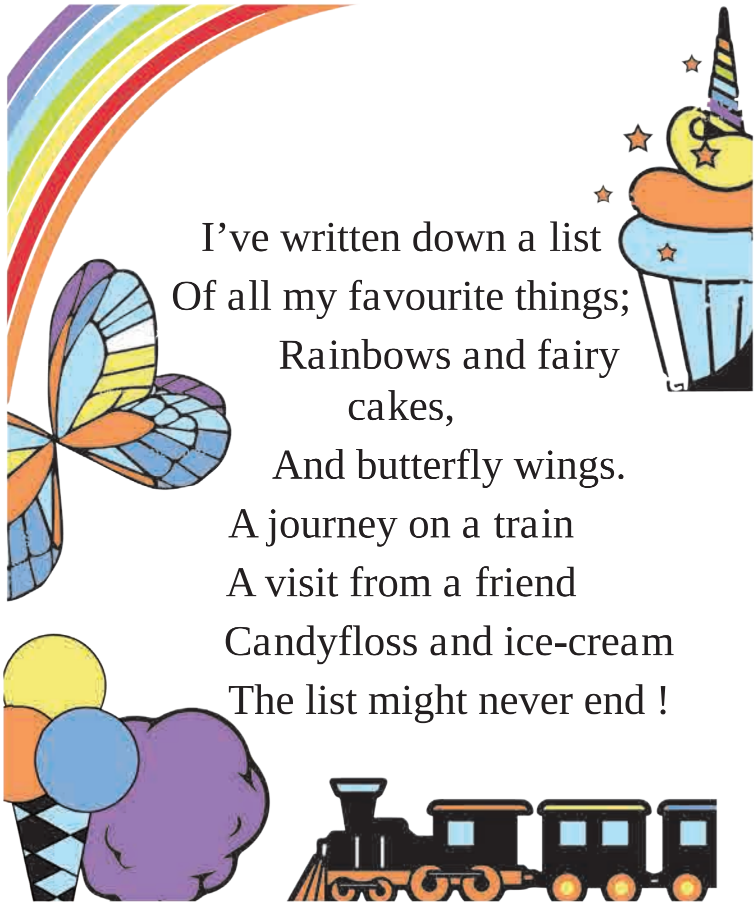
4. Read and write the habits given below in your notebook.

Don't spit	**Bath daily**	**Save trees**
Save water	**Eat healthy food**	**Brush your teeth**
Comb your hair	**Play outdoor games**	**Help your friends**
	Eat green leafy vegetables	

GFQXR7

4. Favourite Things

1. Look, listen, sing and act.



I've written down a list
Of all my favourite things;
Rainbows and fairy
cakes,
And butterfly wings.
A journey on a train
A visit from a friend
Candyfloss and ice-cream
The list might never end !

2. Look and say.

favourite	written	rainbows	fairy
cakes	butterfly	wings	journey
train	friend	candyfloss	ice-cream

3. Make a list of your favourite things. ....

4. Who is your best friend? ....

5. Which is your favourite ice-cream? ....

....

GFZTSU

5. The Helpful Girl

1. Read and discuss.

Once there lived a girl, Reema.

She was very, very helpful.





When she went to school,

She helped everyone in the class.



When she came back home,

She helped her mother and father.

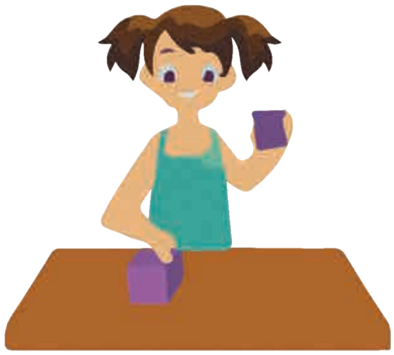


When she went to the playground,

She picked up small stones and thorns.

When she went for a picnic,

She took care of her friends.



When she went to a shop,

she selected things carefully.



She made greeting cards for her friends,

and gave them on their birthdays.

She was the best girl in our school.

GG9PUH

2. Write the actions that Reema did.

6. Word House

1. Read and write down the related words in the blanks.

Home

....
....
....
....
....
....
....

Numbers

....
....
....
....
....
....
....

foot	kitchen	knee	bag	one
mother	father	shirt	saree	wrist
coat	spoon	three	eyes	elbow
cupboard	five	scarf	shoulder	dress
T.V.	4	1^{st}	socks	head
raincoat	stomach	glass	hall	bed

Body parts

....
....
....
....
....
....
....

Clothes

....
....
....
....
....
....
....

GGIKH5

7. Bicycle

1. Listen, read aloud and enact.



Raj is on the bicycle.

Varad wants it.



Varad pushes Raj off and rides the bicycle.







How do you think Raj feels?

How do you think Varad feels?

Raj cries.

He feels sad and angry.

What do you think, will happen next?



Raj grabs the bicycle back.

Raj and Varad shout.

Sushma madam comes over.

“ Raj, you look upset ! And, Varad you seem angry.’’

“ I want the bicycle, said Varad.

I was on the bicycle.You pushed me.

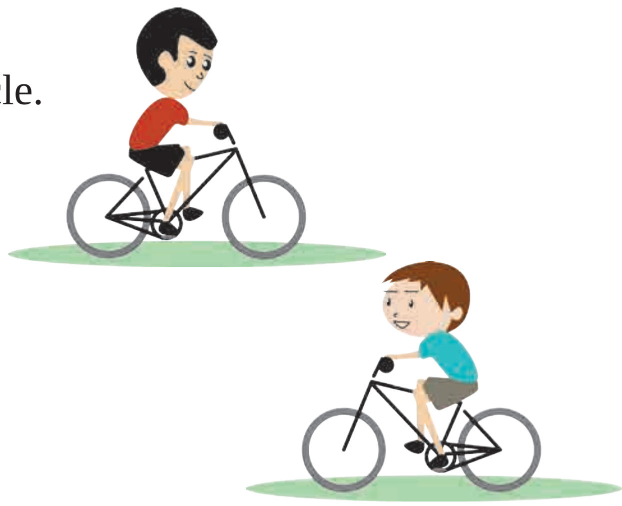
Don’t do that,’’ said Raj.

Raj and Varad both want the bicycle. What could they do?

“Varad can have the bicycle, when I have finished my turn. I’ll ride three times,’’ said Raj. Then it’s your turn.

“Ok. I’ll count.’’

They have worked it out.
Raj is having a turn on the bicycle.
Now, it is Varad's turn.
They have both had a turn.
How is Raj feeling now?
How is Varad feeling now?



2. Answer the following questions.

(a) Who is on the bicycle?

(b) What does Raj grab back?

(c) What do Raj and Varad want?

(d) How many rounds do Raj and Varad have?

3. How do you feel? Draw and write.



(a) When you get a chocolate ☐ happy

(b) When you share your things ☐ ....

(c) When you help your friend ☐ ....

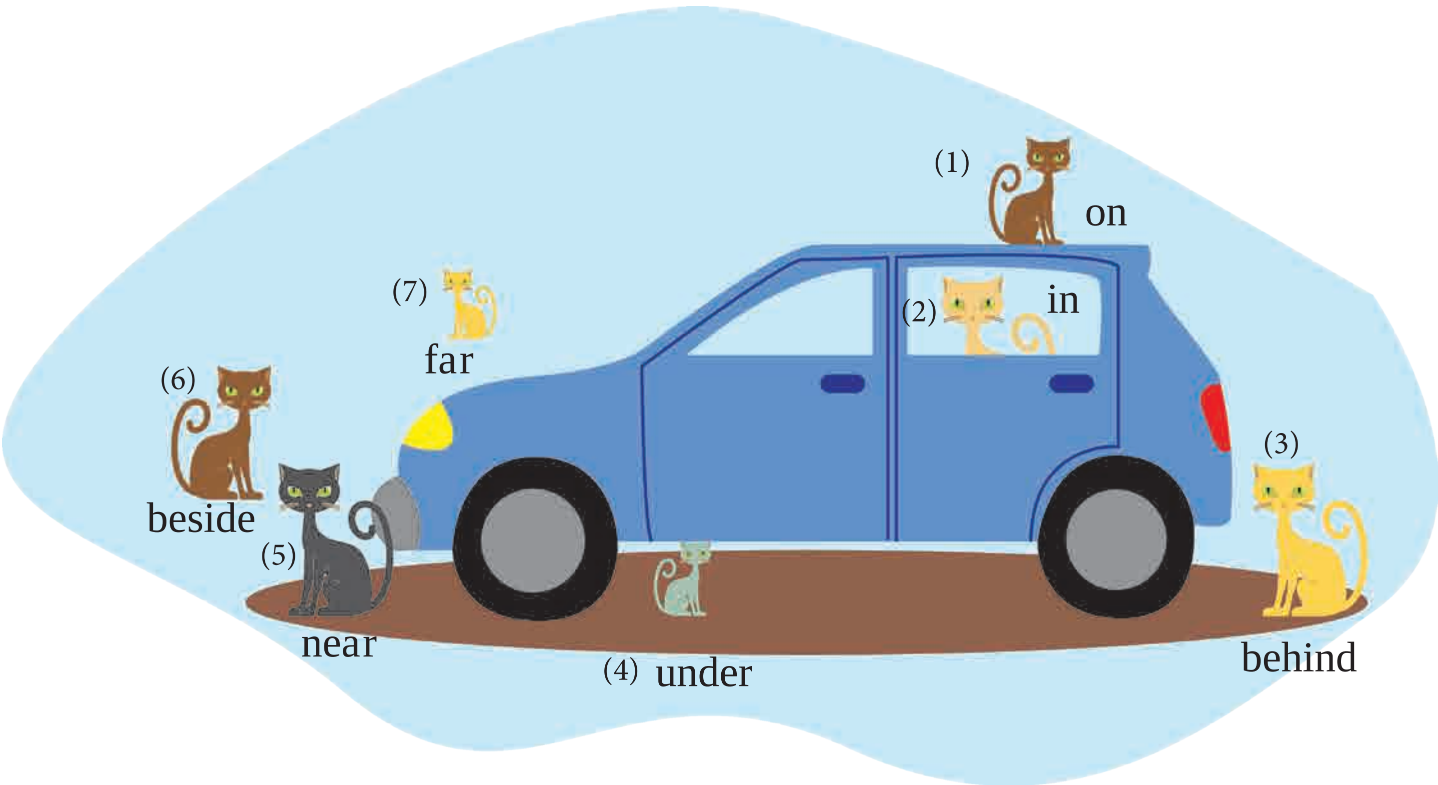
(d) When you lose your pencil ☐ ....

GGSGXS

8. Where is the cat?

1. Look and read.

Little cat is going to the park. She is sitting in the car. Let's see where she is ….



2. Enact the activity with the children with the help of table/bench/ chair/etc.

3. Fill in the blanks with correct words.

(1) The cat is ………………. the car.

(2) The cat is ………………. the car.

(3) The cat is ………………. the car.

(4) The cat is ………………. the car.

(5) The cat is ………………. the car.

(6) The cat is ………………. the car.

(7) The cat is ………………. away from the car.

GH2CZF

UNIT FIVE

1. We are opposites.

1. Listen, sing and enact.



We are opposites,
And I'll tell you more!
I say **after,**
And you say **before.**

I come **in**,
And you go **out**,
We are opposites,
Let's give a shout!





I look **up**,
And you look **down**,
I like to walk,
You run to town.







I am **small**,
As **smaller** can be,
You are **big**,
Much **bigger** than me.

I say **stop**,
And you say **go**,
We are opposites,
I told you so.



We are opposites,
It's like I said before,
Think on your own,
If you want any more.

I think it's **hot**,
You think it's **cold**,
I say it's **new**,
You say it's **old**.



2. Read aloud and say faster and faster.

brown, frown

dear, near

walk, talk, chalk

cold, old, gold

small, ball, all

3. Read aloud the words in the two boxes given below and find the pairs of opposite words.

For Example : lost × found

after	hot	small
up	new	left
stop	in	here

before	cold	big
down	old	right
go	out	there

4. Look and say.

look	**town**	**bigger**	**think**	**opposites**
give	**shout**	**anymore**	**smaller**	**said**

5. Circle the word that does not rhyme with the rest.

(a) more, score, door, dare

(b) go, so, do, no

(c) down, town, brown, own

(d) fun, ran, gun, sun

(e) game, same, name, come

(f) bush, brush, rush, crush

GHB923

2. Dough Shapes

1. Try this and tell the others.



What you need?

- Flour (1 cup), salt (1 cup), oil (4 teaspoons), water. Seeds or *dal* for decoration.

What do you do?

- Put the flour, the salt and the oil in a bowl.
- Add half cup of water and mix well with a spoon.
- Add more water if the dough is dry.
- Add more flour if the dough is sticky.
- Mix well.
- Soon your dough will be ready.
- You can knead the dough, you can press the dough.
- You can squeeze the dough, you can roll the dough, and give it any shape you like.
- Shape the dough to make any shape of your choice.

- Decorate your dough shapes with onion seeds, mustard seeds, *masoor dal* etc.
- You can use the same dough again and again.

Objects made out of dough


ball


brick


cube


cone


rings


biscuit


cylinder


plate and bowl


hut


wheel


basket


fish

Instructions : (1) Instead of dough clay can be used.

(2) Use different types of dals to decorate the objects.

2. Draw / Stick pictures of the shapes you have made and paste them in your 'Word' file. Write the names of the shapes below the picture.

3. Which of the shapes you like most that you made? Use it in your own sentence.

For example : I like the wheel, I made. We use wheels to run a car.

GHK53Q

3. A Surprise for Grandma

1. Listen, read and enact.



Sunday is a holiday, Sohan and Sweety are going to visit Grandma and Grandpa.

" Hello! Grandma.''

" Hello! Grandpa.''



Grandma has been busy today. She has cleaned all the rooms, she has wiped all the windows.

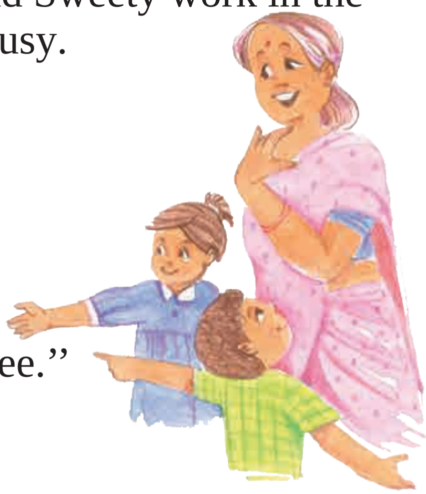
" Are you tired, Grandma? Let's give Grandma a rest today. Just sit and have a rest.''



" Come on Sohan!

Come on Sweety!''

Grandpa, Sohan and Sweety work in the kitchen. They are busy.



"Come to the kitchen, Grandma. Come and see.''



"Oh! Soup, sandwiches and salad, what a treat!''

"Grandma, do you like Banana Delight?''

"Oh! I love it!''

"And now there's a surprise for you! Grandma, open this parcel."

"Oh! A mobile phone! What a surprise!

But …!"

"Grandma, no buts, now. I know your problem. You don't know how to use this. But don't worry, we will all help you."



2. Look and say.

has	**been**	**what**	**did**	**for**	**today**
us	**here**	**she**	**we**	**how**	**please**

3. Answer the following questions.

(a) Who are going to visit Grandma and Grandpa?

(b) Who has been busy today?

(c) Where do Grandpa, Sohan and Sweety work?

(d) What is the surprise for Grandma?

4. Who said the following?

(a) ''Are you tired Grandma?'' ....

(b) ''Come on Sohan! Come on Sweety!'' ....

(c) ''Oh! A mobile phone.'' ....

(d) ''But don't worry, we will all help you.'' ....

5. How can we keep the following clean?

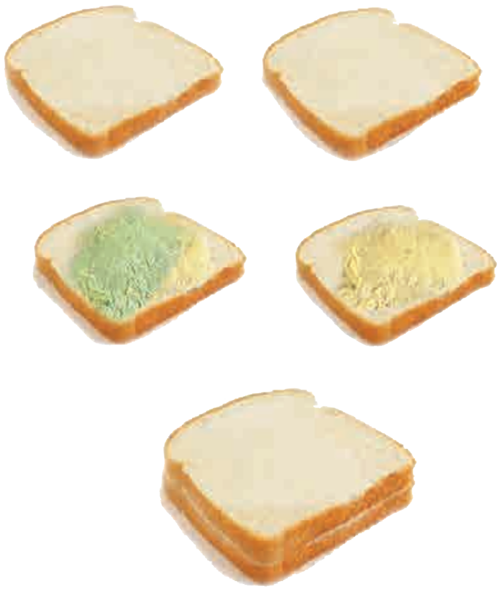
Body	Clothes	Home	School

GHU15D

4. Tasty Treat

1. Try this and tell the others.

Take two slices of bread.
Spread some butter
on the side of each slice.
Spread some chutney on the butter.
Put one slice, butter side down,
over the other slice.
Press a little.
Your sandwich is ready.
You can use sauce, honey, jam,
sugar, cheese - anything
you like in your sandwich.



2. Read and make 'Banana Delight'using the following steps.

You need : Two bananas, milk (1 cup), sugar (4 teaspoons)

What you do : 1. Peel the bananas.

2. Mash the bananas in a bowl.
3. Add the sugar.
4. Pour the milk into the bowl.
5. Stir well with a spoon.



5. Me, Myself and I

1. Listen, sing and act.

Me, myself and I.
We went to the kitchen and ate a pie.
Then my mother she came in,
And chased us out with a rolling pin.

-Anonymous





2. Look and say.

myself	**kitchen**	**ate**
pie	**chased**	**rolling pin**

3. About Myself.

My name is ....

I am studying in .... standard.

I am .... years old.

I live in ....

My friend's name is ....

My hobby is ....

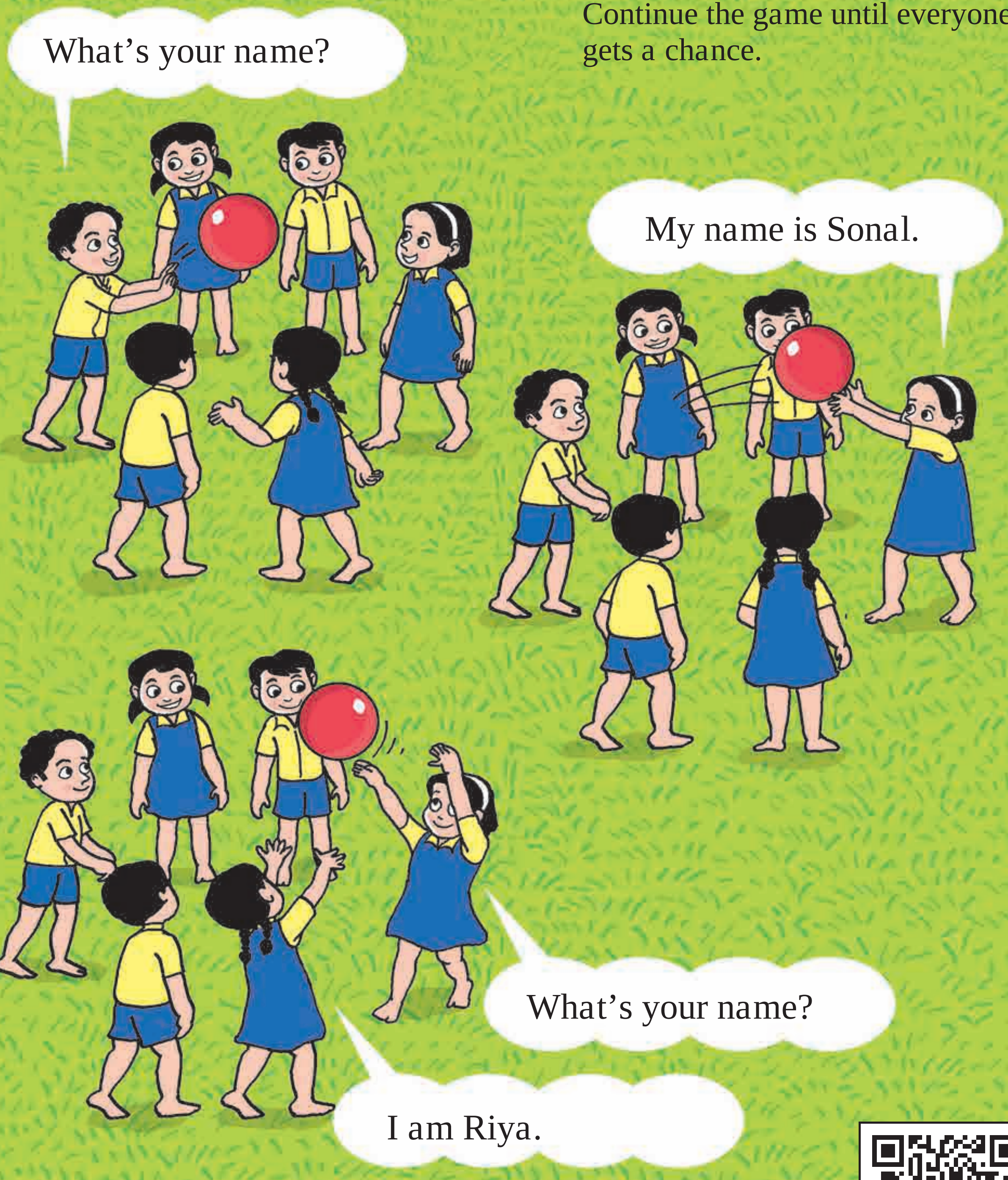
My favourite colour is ....

4. Tell about yourself and write it in a few lines .

5. Copy the words in your 'Word' file.

6. Throw the ball.

(1) Stand in a circle.
(2) Take the ball, tell your name.
(3) Throw the ball to your friend.
(4) Ask him / her ''What's your name?''
(5) Catch the ball and tell your name.
Continue the game until everyone gets a chance.



GUH5MK

1 Alphabet Song

UNIT SIX

1. Listen, repeat, read and sing.









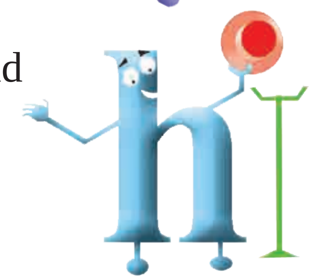
a ate an apple
b bounced a ball.
c cut a carrot and
d dressed a doll.





e eats eggs, and
f falls flat.
g grows grapes and
h hangs a hat.









i is on an island
j jumps and jogs.
k keeps kittens and
l lifts logs.

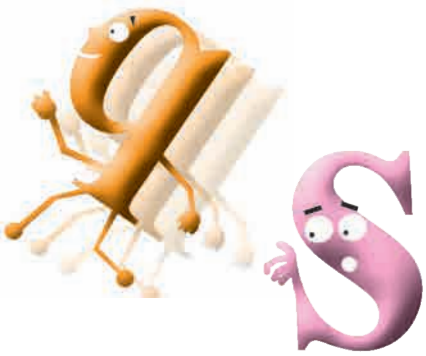






m makes mistakes,
n needs a nurse.
o obeys orders and
p patches a purse.





q queued up quickly
r rolled and rose.
s spoke slowly and
t touched his toes.



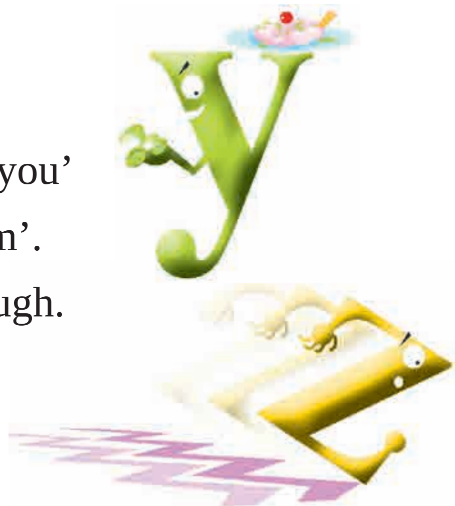


u uses an umbrella
v has a voilet van.
w washes windows
(whenever he can!)





x hides in boxes
y says ‘yummy’ and ‘you’
z says ‘zig-zag-zoom’.
Hurrah ! We are through.



2. Say the letters from 'a' to 'z' and fill the missing letters.

- a □ □ □ e
- o □ □ r
- f □ □ □ j

3. Listen and tell the next letter.

- m : □
- j : □
- n : □
- v : □

4. Listen and tell the letter before.

- □ : b
- □ : m
- □ : s
- □ : z

5. Choose any letter from 'a' to 'z'.
Write within two minutes, at least five words which have that letter.

6. Make up meaningful phrases/sentences by using words which begin with the same sound.

big : a big blue ball for baby.
green : ....
cold : ....
dogs : ....
eight : ....

7. Write the words starting with letters given in the circle.

a
....
....
....
....

g
....
....
....
....

8. Frame meaningful words using the letters given.

n	o	m
c	t	d
y	a	r
i	l	s
e	g	b

....
....
....
....
....
....

GUR1P8

2. Shyam's Horse Cart

1. Look, listen and read aloud.

Shyam started in his horse cart to go to the fair.
On the way, Madhu and Meera said,
"Can we come?"
"Oh, yes!" said Shyam.







The dog saw them.
He asked, "Can I come?"
"Oh, yes!" said Shyam.



They were going through the fields.
The peacock saw them and asked,
"Can I come to the fair?"
"Oh, yes!" said Shyam.







When they were crossing the river,
The frog asked, "Can I come to the fair?"
"Oh, yes!" said all of them.
Shyam said, "Come and sit near me."



They saw the fair from a distance. The peacock was so happy, it spread it's feathers and started dancing. But one feather touched the dog's ear. He sprang up and barked loudly.







Madhu was frightened. Meera fell on the frog. The frog fell on the horse.



The horse was so frightened that he ran helter-skelter.



Shyam fell off. Then Madhu and Meera also fell off. One by one all of them fell off.

The horse kept running and stopped when it reached near the fair.



Shyam, Madhu, Meera, the dog, the peacock and the frog were all panting when they reached.

Till then the horse became quiet and relaxed. In the evening they returned happily in the horse cart.



2. Listen, tell and write.

Example : one bird – many birds

(1) one dog ....   (2) one peacock ....

(3) one horse ....   (4) one field ....

(5) one feather ....   (6) one river ....

(7) one thing ....   (8) one banana ....

(9) one frog ....   (10) one room ....

3. Look and say.

horse cart	peacock	fields	fair
come	near	frog	again
panting	quiet	happily	sprang

4. Write who went to the fair with Shyam.

5. Why did the horse run helter - skelter?

6. Classify the following animals as domestic animals and wild animals.
(dog, horse, lion, elephant, cow, frog, peacock, cat)

Domestic animals	Wild animals

7. Write the names of any five vehicles.

8. Write the names of things you see in the fair.

9. Unscramble the words.

- r o h s e r a c t ....
- p a e o k c c ....
- i e l f d ....
- y t o ....
- i r a f ....

GUZHQV

3. Buying Things

1. Listen and read.



Soham and Reva are going to a shop with their parents.

What a big shop!

Mother wanted to buy some things. Father wanted to buy some things.

''How about you, children? Do you want to buy something on your own? Here's some money. You can use it to buy anything you like.''



''Shall we buy chocolates?''

''Shall we buy crayons?''

''Shall we buy a toy?''

''Please help us, mother.

What should we buy?''

''Well, you can buy something that will finish up quickly, or, you can buy something that will last long. You can buy something made by others, or, you can buy things and make something yourself.''



''That's a good idea. Let's buy things and make new things with them.''

Soham and Reva picked up some things. They went to the counter.

''We want to buy this paper, glue and colours. How much is it?''

''Ninety-five rupees in all.''

''Here's the money. A hundred rupees.''

''Thank you. I must give you five rupees back. Here it is.''

''That's right. Thank you.''



2. Look and say.

own	**money**	**anything**	**buy**
finish	**idea**	**counter**	**paper**
colours	**must**	**picked**	**quickly**
	shop	**last**	

3. Complete the following sentences using your own ideas.

- We are going to ....
- I want to read ....
- I want to buy ....
- Shall we ....
- I must give you ....

4. Read and complete the following table.

One	Many	One	Many
shop	shops	crayon	
thing		colour	
toy		idea	
chocolate		paper	
rupee		parent	

5. Write what you can make using paper, glue and colours.

6. Name the following.

1. Things that finish up quickly ....
2. Ready-made things ....
3. Things that last long ....
4. Things that you can make at home ....

Form groups. Let the children enact the passage with suitable actions and given words.

GV9SSI

4. Everyday Things

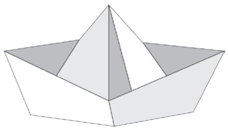
1. Read, tell and write.

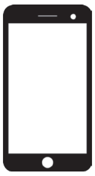
Things you eat : Rice,  ....

Things you drink : milk,  ....

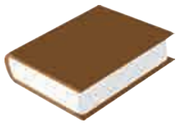
Things you wear : tie,  ....

Things you use : spoon,  ....

Things you can make : A Garland,  ....

Things you hear : doorbell,  ....

Things you can smell : scent,  ....

Things you care for : your pet animal,  ....

2. List more examples of each of the things given above. Then choose any one example and write one or two lines about it.

Talk to the children about each item and encourage them to list and describe as many examples as possible, orally. Point out that they can talk/write about the colour, size, shape, feel (soft, rough, hard, etc.) smell, sound, etc. of each.

For example, 'I eat rice. It is white, soft and tasty. I eat it hot.' 'Our doorbell goes ding-dong/ trrring when you press the button.'

GVINU6

5. A Place for Everything and Everything in its Place

1. Look carefully and tell what you see in each picture.



2. Which of the things in these pictures don't belong there?

3. Say where you will put them. Describe each picture in one or two lines.

- **Lets play - 'Word String'**

Teacher will make children play the game 'Word String'. First child will say apples in the fridge. Second child will add one more thing and will say apples, oranges in the fridge. In the same way the next child will go on adding things and play the game with variations.

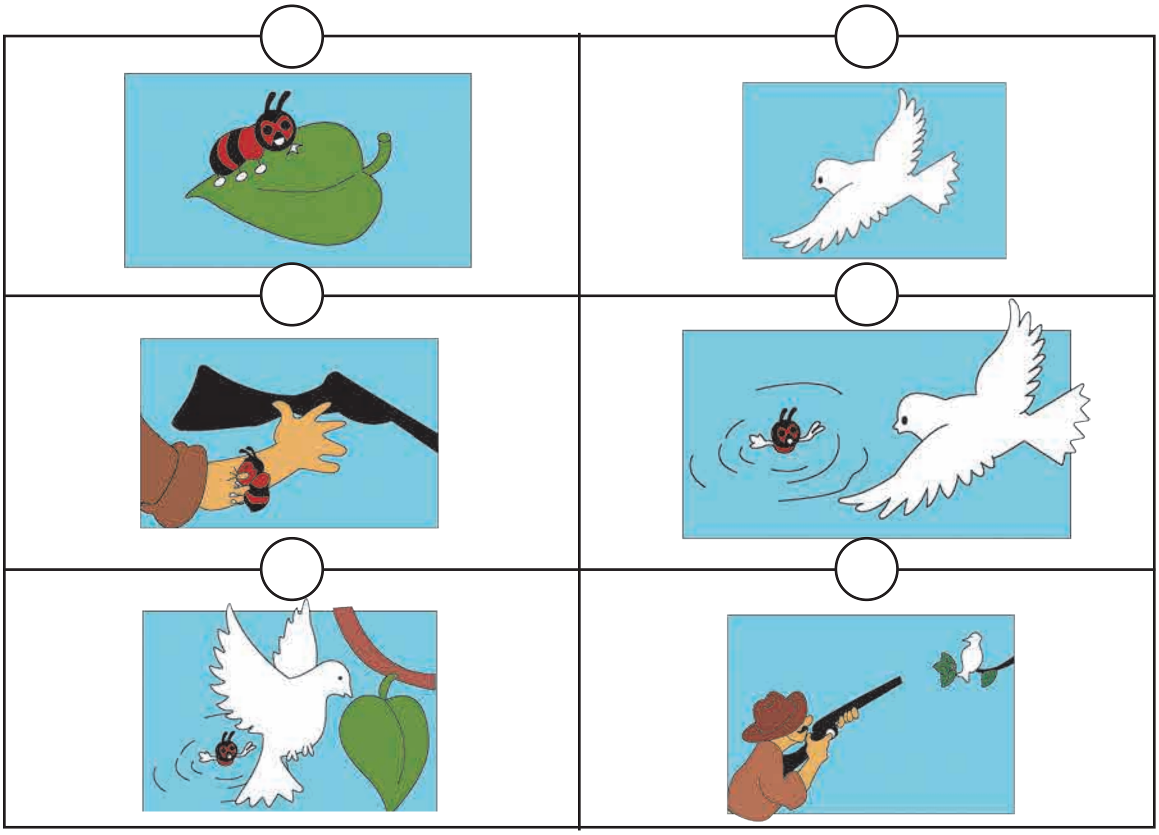
You can make more word strings by using the following things.

- Things on the table
- Things in the cupboard
- Things in the basket etc.

6. The Ant and the Pigeon

1. Listen, read and do.

2. Look at the pictures. Put the correct numbers in the circles to make a meaningful story.



1 One day an ant fell into a pond and could not come out.

2 A pigeon sitting on a tree saw it and decided to help the ant. He threw a leaf into the pond.

3 The ant climbed onto the leaf and safely came out of the pond.

4 After a while a hunter saw the pigeon and aimed at it.

5 The ant saw this and quickly climbed up his arm and stung it.

6 The hunter screamed in pain. He missed his aim. The pigeon heard his scream and flew away.

3. Look and say.

pigeon **ant** **climbed** **safely**

screamed **leaf** **stung**

4. Fill in the missing words.

s	-	r	-	a	m	-	d

p	i	-	e	-	n

a	i	-	e	d

GW2FXG

UNIT SEVEN

1. Traffic Rules

1. Listen, learn and read aloud.



When you go out into the street
In your vehicle or on your feet,

Look out for each traffic sign,
To keep you safe, secure and fine.

To cross the road when you go walking,
Use the black and white zebra crossing.



Traffic Signal for Vehicles



If a signal changes to the colour red,
STOP at once, don't go ahead.

GET READY, be very careful, when it turns yellow.





When it turns green,it is safe to GO.
Obey the rules without much fuss, and reach home safe, you are precious.

2. Look at the word and enact the proper actions.

GET READY | GO | STOP

3. Listen and write.

- watch
- go
- stop
- without
- feet
- street
- green
- red
- yellow
- walking
- crossing
- your
- ready
- use
- rules

4. Make as many smaller words as possible from the words given below.

- autorickshaw
- motorcycle

5. Describe any vehicle of your choice in two or three lines.

6. Draw / Stick pictures of various kinds of vehicles and paste them in your 'Word' file. Write the name of each picture below it.

- truck
- tractor
- tempo
- bicycle
- bus
- scooter
- car
- autorickshaw
- jeep
- boat
- ship
- train
- plane
- bullock cart
- motorcycle/motorbike

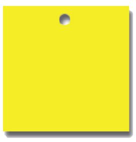
The teacher shows the card, without reading out the word. In response, children imagine they are a vehicle, and act appropriately.

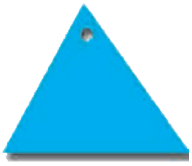
GHBBZ4

2. A Shapes Mobile

1. Listen, read and do.

- Take a sheet of chart paper.
- Draw the following shapes in big size on the chart paper.
- Colour the shapes as you like.
- Cut out the shapes.
- Make a tiny hole at the top of each shape.
- Pass a string through the hole.
- Make a knot and tie the string to the shape.


square


triangle


circle


rectangle


kite


oval


egg


heart


cloud


star


rainbow


crescent moon


mango


flower


leaf


butterfly



- Take two sticks and tie them together in the shape of 'x'.
- Tie the shapes to the arms of the 'x' with their strings.
- Some strings should be short, some long.
- Tie a strong thread to the centre of the 'x'.
- Hold your mobile up with the strong thread.
- You can hang it anywhere you like.

2. Arrange the following words alphabetically.

(1) square, triangle, circle, rectangle, kite, oval, egg, heart

....

(2) cloud, star, rainbow, crescent moon, mango, flower, leaf, butterfly

....

3. Do you find these shapes in the things around you?

Talk about any two shapes you spot.

4. Which is your favourite shape? Where do you find it?

Talk about it and write one or two lines about it.

5. Draw the shapes in your 'Word' file and write the name of each shape below it.
Note that for 'leaf' and 'flower', you can use the shapes of different leaves and flowers.
For which other words given here can you use a variety of shapes?

1. Read out the instructions and demonstrate how to make a mobile. With adequate prior preparation, let the children prepare the mobiles in the classroom itself. It may also be done as a group-activity.

4. Encourage the children to express their own ideas when they speak and write about the shapes. Everyone should get an opportunity to speak.

GWK81R

3.The Egg

1. Look, listen and read.



Baby Parrot lived in a nest with Mummy and a big white egg. ''I'm going to find some food,'' said Mummy one day.



''You must look after the egg until I return.'' Baby Parrot watched the egg for a very long time. She moved it around to make sure it was comfortable. She wrapped her wings around it to make sure it was warm. '' I'm very good at looking after eggs,'' she thought.



Just then, she heard the monkeys playing in the trees. Baby Parrot tried to call like a monkey, too. She peered over the edge of the nest and laughed at their games. Suddenly Baby Parrot remembered the egg. She looked around and gulped. It was broken. Mummy would be angry! But when Mummy returned, she wasn't angry at all.



''Don't worry,'' Mummy said, as a little parrot popped out of the broken eggshell. ''The egg has hatched while I was away. Now you've got a new baby sister to play with!''

2. Look and say.

baby	parrot	mummy	comfortable
wrap	remember	gulp	angry
eggshell	hatch	sister	edge

3. Who lived in the nest?

4. What did the Baby Parrot remember?

5. ''Now you've got a new baby sister to play with!'' Who said this?

6. Add words to the following to make longer phrases.

Example : - a parrot
- a baby parrot
- a baby parrot in a nest

• egg • mummy • monkey

7. Write one line each about the characters you have met in the story.

8. Find the small words hidden in the big words.

• comfortable

• eggshell

• monkey

9. Find out the words from the story which contain blends (double letters) in their spellings.

For Example : 1. parrot 2. ....

3. .... 4. ....

5. .... 6. ....

7. .... 8. ....

9. .... 10. ....

11. .... 12. ....

13. .... 14. ....

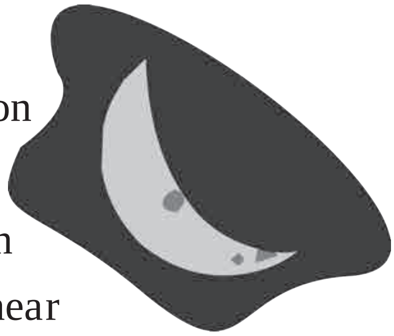
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4. This – That

1. Listen and repeat.









This is near me
And that is far
This is my finger
And that is the star.
This is my spoon
And that is the moon
This is my bun
And that is the sun
When something is near
We say **this**
When something is far
We point out **that**.

2. Fill in with 'This' or 'That'.

.... is a book.

.... is a pencil.

.... is a spoon.

.... is a tree.

.... is the sun.

.... is the moon.



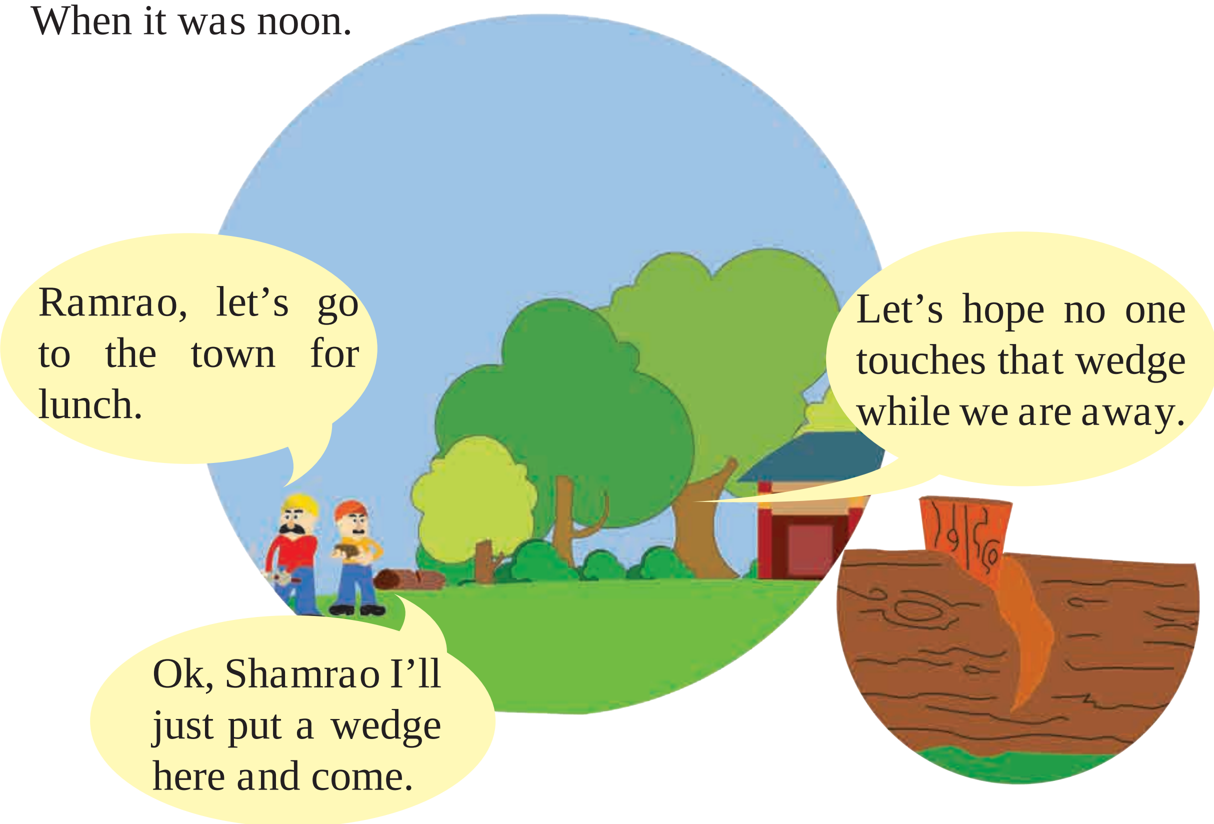


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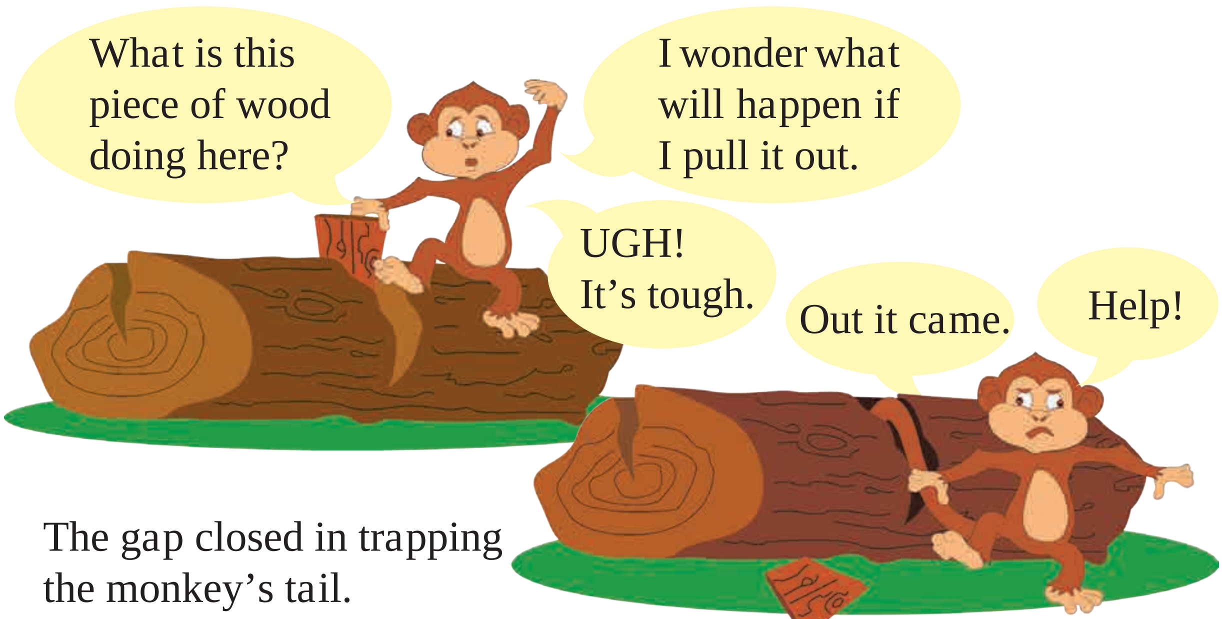
5. The Monkey and the Log.

1. Listen, read and enact.

Once upon a time, certain workmen were busy building a temple. When it was noon.



Suddenly, a monkey arrived.



The gap closed in trapping the monkey's tail.

The poor monkey cried in pain. So we should not meddle with things that are not concerned to us.

2. Learn and write the words neatly.

workmen	temple	touch
suddenly	wonder	building
wedge	lunch	arrived
meddle	trapping	concerned

3. Complete the following phrases.

(1) Once upon a time there were two friends.

(2) Once upon a time there was -----------------------------.

(3) Once upon a time there were -----------------------------.

(4) I wonder -----------------------------.

(5) I hope -----------------------------.

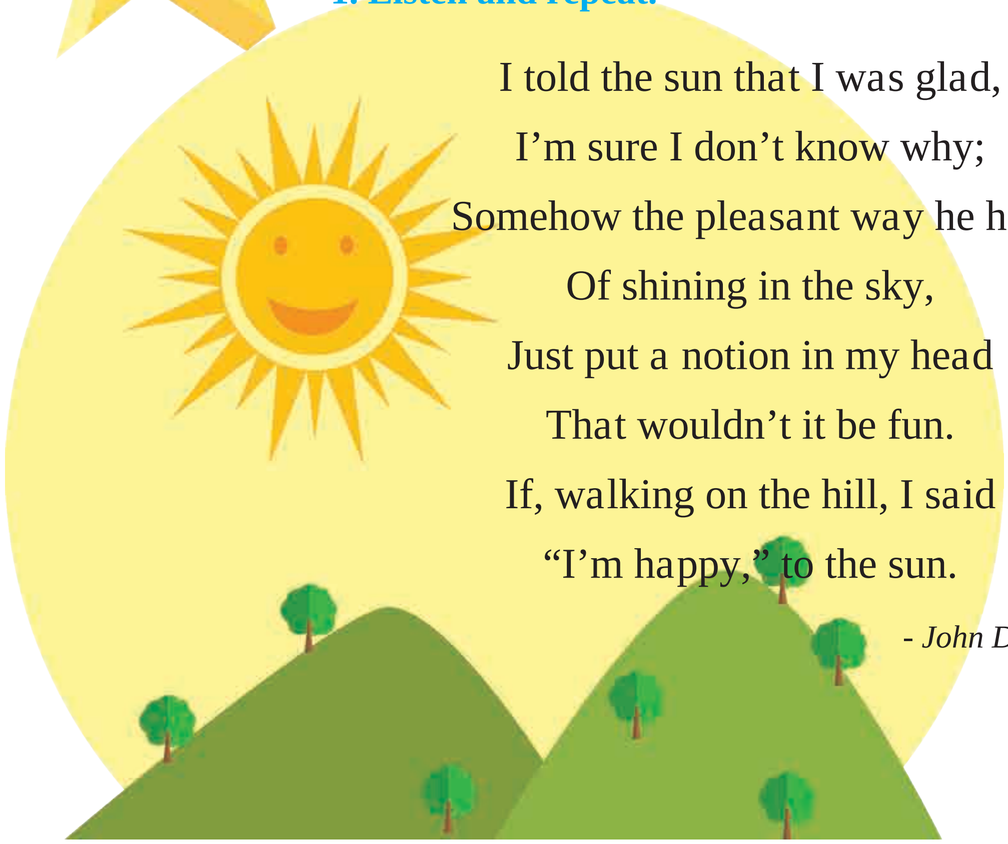
4. Enact the story.

YCKITI

UNIT EIGHT

1. The Sun

1. Listen and repeat.



I told the sun that I was glad,
I'm sure I don't know why;
Somehow the pleasant way he had
Of shining in the sky,
Just put a notion in my head
That wouldn't it be fun.
If, walking on the hill, I said
"I'm happy," to the sun.

- John Drinkwater

2. Write the rhyming words.

(1) why ....   (2) glad ....

(3) fun ....   (4) head ....

3. Look at the picture and fill in the blanks using words given in the bracket.

(eating, climbing, singing, shining)



(1) The sun is .... in the sky.



(2) Raj is .... a ladder.



(3) John is .... a song.



(4) Jenny is .... a banana.

2. Tommy is Lost

1. Listen and read.



Once there was a boy.

His name was Joy.

Joy had a dog. The dog's name was Tommy.

Joy liked Tommy very much.

Joy said, "Come, Tommy, let's go for a walk."



" It is very hot."

" We will go to the pond."

Joy and Tommy began to walk.

The pond was inside a forest.



Suddenly, Tommy saw a fox passing by.

Tommy ran after the fox.

"Stop, Tommy ! Stop !" Shouted Joy.

But Tommy did not stop.



Joy ran after Tommy, but he

could not catch Tommy.

"Oh, Tommy is lost!" cried Joy.

Joy sat on a stone and sobbed.



"Tommy's gone and I'm lost !

What will I do?" he cried.

Then Joy saw Tommy coming back soon.

Joy hugged Tommy and cried in joy.



‘‘I’m still lost, but I have you,” he said.

‘‘Don’t worry, Joy. I know the way,” said Tommy. We’ll go. And Tommy and Joy reached home safely.

2. Find the rhyming words from the story.

(1) box ....   (2) pot ....

(3) say ....   (4) boy ....

(5) pan ....

3. Answer the following questions.

(1) Who was Joy?

(2) Whom did Joy like very much?

(3) Whom did Tommy see coming?

(4) Why did Joy cry?

(5) Who did lead Joy home?

(6) Do you think that Joy and Tommy are best friends? Why?

4. Fill in the blanks.

(1) Joy liked ……….. very much.

(2) Joy and Tommy began to…………. .

(3) Tommy saw a …… passing by.

(4) And Tommy and Joy reached………… safely.

5. Write a few lines on your favourite pet.

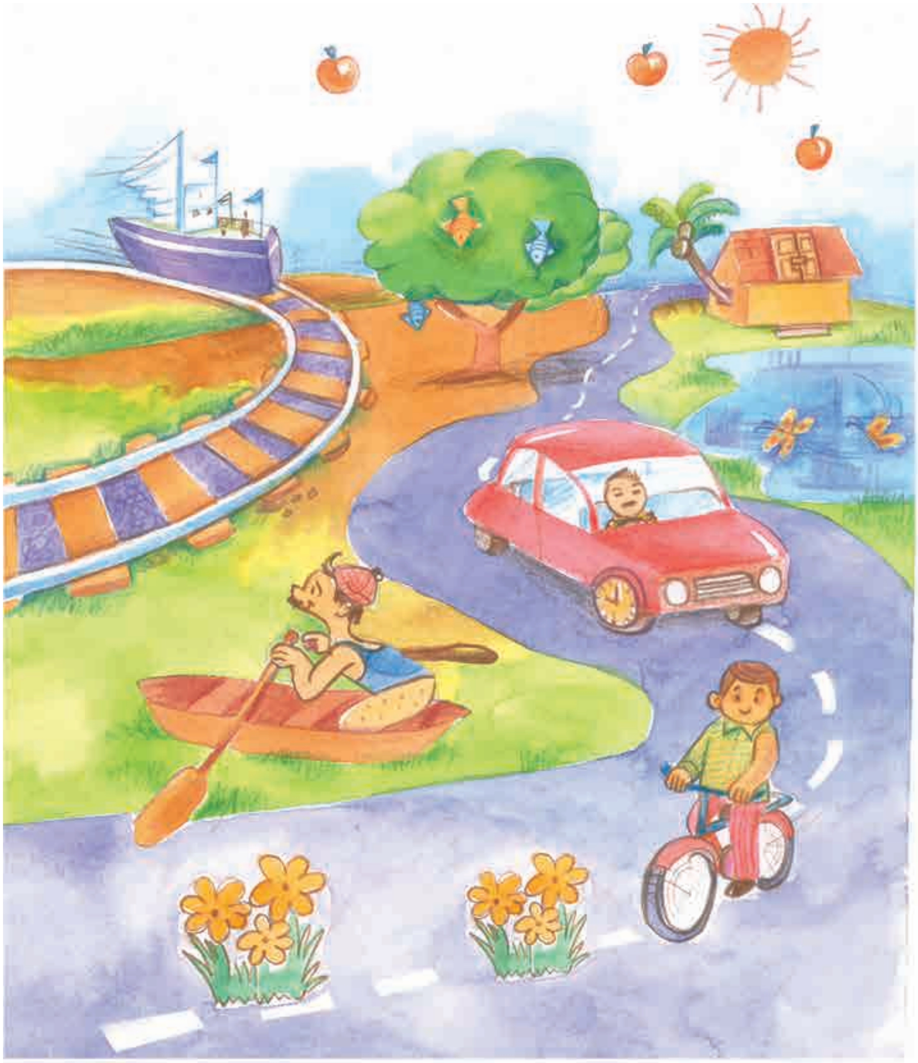
YD4AHT

3. It's a Funny World !

1. Look and say.

Oh ! Look at the things in the picture. Do you believe them?

Spot the funny things happening in the funny world.



2. Write how these things happen in our world.

For example : Fish live in water. Fish do not hang from trees.

3. Build word pyramid.

Fish

Five fishes

Five fishes live

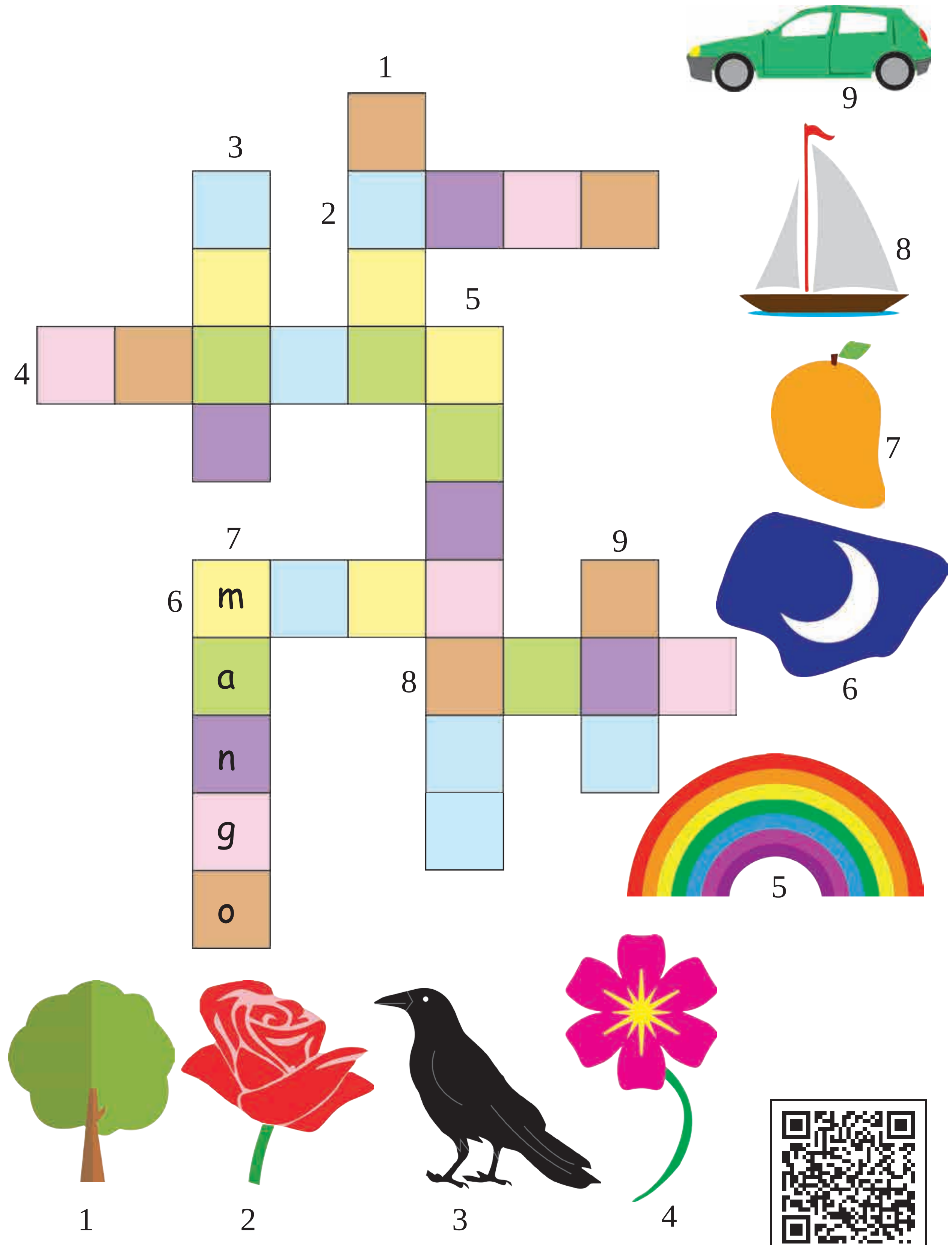
Five fishes live in the water

Five fat fishes live in the cold water.

YDD6YG

4. Crossword

1. Look and solve the crossword puzzle.



YDM314



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